

# **FOOD SCIENCE AND TECHNOLOGY**

## **Unit 1C/D Nutrition and health promotion**

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## Teaching and learning program: Food Science and Technology (Nutrition and health promotion)

### Unit 1C – Food and my life and Unit 1D – Food for communities

#### Unit context: Food for me and Food for my community

WEEK	UNIT	CONTENT	LEARNING EXPERIENCES	ASSESSMENT	RESOURCES
1	1C / 1D	Relevant terminology	<p>Introduction to the course, equipment, attendance and assessment requirements</p> <ul style="list-style-type: none"> <li>• Provide students with:                             <ul style="list-style-type: none"> <li>○ syllabus document 1C and 1D pages 20-23</li> <li>○ unit outline</li> <li>○ assessment outline</li> <li>○ school assessment policy</li> <li>○ grade descriptors</li> </ul> </li> </ul>		<p>McLean, J, (1995), <i>Basic Principles of Catering and Hospitality</i>, Jacaranda Wiley Ltd, Milton, QLD.</p> <p><a href="http://www.public.health.wa.gov.au/Hats_and_Food_Handlers.pdf">www.public.health.wa.gov.au/Hats_and_Food_Handlers.pdf</a></p>
	1C / 1D	Safe personal presentation standards	<ul style="list-style-type: none"> <li>• Personal grooming and hygiene, appropriate clothing and footwear, skills and techniques                             <ul style="list-style-type: none"> <li>○ establish room rules, food preparation skill levels, student responsibilities</li> <li>○ personal hygiene standards including hats, footwear and clothing</li> <li>○ knife allocation and basic skills</li> <li>○ precision and rough cutting</li> </ul> </li> </ul>		
	1C / 1D	Workplace procedures for health and safety e.g. safe work techniques, using knives and equipment, handling hot surfaces, emergency procedures, safe posture including lifting, bending and standing			
	1C / 1D	Preparation methods used to produce food products	<ul style="list-style-type: none"> <li>• Cookery Methods introduction                             <ul style="list-style-type: none"> <li>○ students to describe a main meal</li> <li>○ identify main method used to produce food</li> </ul> </li> </ul>		
		Relevant terminology			

			<ul style="list-style-type: none"> <li>○ discuss palatability, effect on product, effect on nutrition, sustainability</li> <li>○ list and classify methods e.g. dry or wet</li> </ul>		
	1C / 1D	Safe and hygienic work practices when using equipment and appliances	<ul style="list-style-type: none"> <li>• Practical lesson Chicken Stir Fry (Shallow frying) <ul style="list-style-type: none"> <li>○ introduce mise-en-place</li> <li>○ basic knife skills</li> <li>○ safe and hygienic work practices</li> <li>○ recognition and avoidance of cross contamination</li> </ul> </li> </ul>		
	1C	Safe food handling practices and processing techniques used to ensure the quality and palatability of food			
	1C / 1D	Safe use and storage of equipment	<ul style="list-style-type: none"> <li>• Safe use and storage of equipment e.g. frying pans</li> </ul>		
	1C	Reasons for selecting cooking methods e.g. availability of time, nutrition, sustainability	<ul style="list-style-type: none"> <li>• Frying <ul style="list-style-type: none"> <li>○ shallow frying is the principle of cookery where food is cooked in a small amount of fat in a pan.</li> <li>○ pan frying, sautéing are types of shallow frying.</li> <li>○ shallow frying is a quick method of cookery.</li> <li>○ good quality, tender food items are suitable for this method.</li> <li>○ pan fried food items need to be of an even thickness to allow for even cooking</li> <li>○ food is often coated prior to shallow frying.</li> <li>○ the frying medium can be oil, dripping or clarified butter.</li> </ul> </li> </ul>		

			<ul style="list-style-type: none"> <li>○ it is important to use a minimum amount of the correct frying medium.</li> <li>○ nutritional value altered with coating, type and amount of frying medium and length of frying time</li> </ul>		
<b>2</b>	1D	The impact of consumer beliefs and values on food supply and market practices	<ul style="list-style-type: none"> <li>• Investigate portion sizes (including reading nutrition labels) <ul style="list-style-type: none"> <li>○ watch DVD, taking notes, and discuss</li> <li>○ review standard portion sizes compare to recommended daily servings</li> </ul> </li> </ul>		DVD – Video Education Australasia (2004), <i>Portion Control: Seeing the Healthy Way to Eat</i> , Bendigo, Victoria. and programme support notes
	1D	The impact on enterprises of the ability of consumers to make informed decisions	<ul style="list-style-type: none"> <li>• Compare own portion size to recommended portion size on labels e.g. cereal, cookies, peanut butter, raisins, juice/soda, etc <ul style="list-style-type: none"> <li>○ using selection of products compare sample serving size to serving size as listed on nutrition label, kilojoules per sample serve</li> <li>○ discuss whether food is snack or meal</li> </ul> </li> </ul>		
	1C / 1D	Safe and hygienic work practices when using equipment and appliances	<ul style="list-style-type: none"> <li>• Practical lesson Tacos (Baking) <ul style="list-style-type: none"> <li>○ mise-en-place</li> <li>○ basic knife skills</li> <li>○ safe and hygienic work practices</li> </ul> </li> </ul>		
	1C	Safe food handling practices and processing techniques used to ensure the quality and palatability of food	<ul style="list-style-type: none"> <li>○ recognition and avoidance of cross contamination</li> <li>○ safe use and storage of equipment</li> </ul>		
		Safe use and storage of	<ul style="list-style-type: none"> <li>○ baking is the principle of</li> </ul>		

	1C / 1D  1C / 1D  1C	equipment  Preparation methods used to produce food products  Reasons for selecting cooking methods e.g. availability of time, nutrition, sustainability	<p>cookery where food is subjected to dry heat in an oven</p> <ul style="list-style-type: none"> <li>○ the temperature range for baking is from 130°C to 235°C.</li> <li>○ ovens must be preheated to set the shape and give the required lift</li> <li>○ some pastry items are blind-baked in a hot oven</li> <li>○ yeast growth is inhibited in a hot oven</li> <li>○ most foods can be baked. Some need to be wrapped in pastry or foil</li> </ul>		
<b>3</b>	1C	Use of food selection models to appraise food and diet e.g. Healthy Eating Pyramid, Australian Guide to Healthy Eating	<ul style="list-style-type: none"> <li>• Discuss food selection models – identify food groups; <ul style="list-style-type: none"> <li>○ give a brief history i.e. 5FG → ADG → HEP → 1,2,3,4,5 → AGHE → Tables → CSIRO</li> <li>○ clarify recommended serve size</li> <li>○ students to select one food selection model to research and present a brief overview to the rest of the class</li> <li>○ use the AGHE to identify the nutritional needs of adolescents</li> <li>○ why are there two recommended ranges of serves for each age group?</li> </ul> </li> <li>• Students to analyse own diet using a food selection model, e.g. the AGHE <ul style="list-style-type: none"> <li>○ record previous 24 hour period food intake</li> <li>○ include all meals, snacks and beverages</li> </ul> </li> </ul>		<p>Department of Health and Ageing. (1998). <i>The Australian Guide to Healthy Eating</i>, Victoria: Commonwealth of Australia</p> <p>Home Economics Institute of Australia (2008) <i>Nutrition - the inside story</i> 2<sup>nd</sup> Edition HEIA, Macquarie, ACT. Chapter 8</p>

			<ul style="list-style-type: none"> <li>○ use appropriate measures to accurately record quantities consumed</li> <li>○ calculate total food and beverages consumed</li> <li>○ identify recommended servings</li> <li>○ analyse differences and suggest improvements</li> </ul>		
	1C / 1D	Safe and hygienic work practices when using equipment and appliances	<p><b>Introduce Task 1 Unit 1C</b> Investigate diet and food selection models</p> <ul style="list-style-type: none"> <li>• Practical lesson Thai Chicken Curry (Stewing) <ul style="list-style-type: none"> <li>○ mise en place</li> <li>○ basic knife skills</li> <li>○ safe and hygienic work practices</li> <li>○ recognition and avoidance of cross contamination</li> <li>○ safe use and storage of equipment</li> <li>○ stewing - principle of cookery where the food is completely covered with liquid while cooking</li> <li>○ the food needs to be cut into an even size</li> <li>○ meats of a tougher nature are suitable for stewing</li> <li>○ meat can be marinated prior to stewing</li> <li>○ meat is often shallow fried prior to stewing and the caramelised meat juices (sediments) are added to the stew</li> </ul> </li> </ul>	<p><b>Introduce Task 1 Unit 1C</b> Investigate personal food intake</p>	
	1C	Safe food handling practices and processing techniques used to ensure the quality and palatability of food			
	1C / 1D	Safe use and storage of equipment			
	1C / 1D	Preparation methods used to produce food products			
	1C	Reasons for selecting cooking methods e.g. availability of time, nutrition, sustainability			



			and what affects their availability e.g. climate, soil conditions, available space, weather, uses, nutritional value, etc		
	1D	Physical properties that influence selection and use of staple foods			
	1D	Effects of processing on properties of food e.g. coagulation, gelatinisation, dextrinisation	<ul style="list-style-type: none"> <li>• Cereals <ul style="list-style-type: none"> <li>○ outline the structure of a cereal grain</li> <li>○ Students to examine cereal grains and record their observations</li> <li>○ nutritional value</li> <li>○ outline the cycle of gelatinisation</li> <li>○ students to observe the gelatinisation process through the making of a roux sauce</li> <li>○ demonstrate what happens if the mixture is not stirred</li> <li>○ observe the effect of cooling on the mixture</li> </ul> </li> </ul>		
	1C / 1D	Safe and hygienic work practices when using equipment and appliances	<ul style="list-style-type: none"> <li>• Practical lesson Creamy Ham Pasta</li> </ul>		
	1C	Safe food handling practices and processing techniques used to ensure the quality and palatability of food	<ul style="list-style-type: none"> <li>• Boiling(simmering/blanching/microwaving) <ul style="list-style-type: none"> <li>○ water boils at 100°C</li> <li>○ when food is boiled, it is completely immersed in water and cooked at boiling point</li> <li>○ boiling is used mainly for foods that require rapid movement of the cooking liquid</li> <li>○ water simmers at 95°- 98°C</li> </ul> </li> </ul>		
	1C / 1D	Safe use and storage of equipment			
	1C / 1D	Preparation methods used			
					Inglis. J., Sunderland. J., Finch. C., Tooley. A., (2002) <i>The Essentials of GCSE Design &amp; Technology: Food Technology</i> . Lonsdale pgs 9 -10



			<ul style="list-style-type: none"> <li>○ types</li> <li>• Practical lesson Mayonnaise <ul style="list-style-type: none"> <li>○ students to form groups to produce mayonnaise, following a basic recipe.</li> <li>○ each group to use a different method, varying the way the ingredients are combined</li> <li>○ leave overnight</li> <li>○ students to observe how well each method compares in colour, flavour, consistency (viscosity) texture and mouthfeel, stiffness and stability</li> </ul> </li> <li>discuss the factors affecting the quality of mayonnaise</li> </ul>		
<b>7</b>	1C	Physical properties that influence selection and use of fresh and processed foods	<ul style="list-style-type: none"> <li>• Eggs <ul style="list-style-type: none"> <li>○ structure</li> <li>○ nutritional value</li> <li>○ function - aeration, emulsification, coagulation, other</li> </ul> </li> </ul>		Inglis. J., Sunderland. J., Finch. C., Tooley. A., (2002) <i>The Essentials of GCSE Design &amp; Technology: Food Technology</i> . Lonsdale pg17  <a href="http://www.exploratorium.edu/cooking/eggs/activity-naked.html">http://www.exploratorium.edu/cooking/eggs/activity-naked.html</a>
	1C/1D	Effects of processing on properties of food e.g. coagulation, gelatinisation, dextrinisation	<ul style="list-style-type: none"> <li>• Make a Naked Egg <ul style="list-style-type: none"> <li>○ students to make naked eggs to observe the structure of the egg and observe the effect of an acid on the eggshell</li> </ul> </li> </ul>		
	1C	Preparation methods used to produce food products	<ul style="list-style-type: none"> <li>• Demonstrate poaching of an egg (Poaching) <ul style="list-style-type: none"> <li>○ the poaching temperature is just below simmering point at 93 - 95°C</li> <li>○ poaching is a gentle form of cooking well suited to good</li> </ul> </li> </ul>		
	1C/1D	Reasons for selecting cooking methods e.g. availability of time, nutrition, sustainability			

	1C/1D  1C  1C	Safe use and storage of equipment  Safe and hygienic work practices when using equipment and appliances  Safe food handling practices and processing techniques used to ensure the quality and palatability of food	<ul style="list-style-type: none"> <li>○ quality, tender food</li> <li>○ poaching liquids should be related to the food to be poached and include court bouillon, stocks and syrups.</li> <li>○ all equipment used in poaching must be spotlessly clean to avoid discolouration of the food</li> </ul> <ul style="list-style-type: none"> <li>• Practical lesson Eggs Various <ul style="list-style-type: none"> <li>○ given two eggs and two pieces of bread and a selection of limited ingredients, students to select and prepare a meal or snack based on the egg</li> <li>○ students to evaluate their meal or snack, giving reasons for selecting their cooking method based on time, nutrition and sustainability</li> </ul> </li> </ul>		
8	1C	Physical properties that influence selection and use of fresh and processed foods	<ul style="list-style-type: none"> <li>• Meat <ul style="list-style-type: none"> <li>○ definition</li> <li>○ structure</li> <li>○ nutritional value</li> <li>○ cooking methods</li> <li>○ tenderising methods</li> <li>○ effects of cooking meat (tender, tough, tender)</li> <li>○ issues affecting meat consumption</li> <li>○ students to visit <a href="http://www.exploratorium.edu">www.exploratorium.edu</a> and carry out various activities e.g. checking for doneness</li> </ul> </li> <li>• Experiment Students to conduct a shrinkage test to determine the effect of heat</li> </ul>		<a href="http://www.exploratorium.edu">www.exploratorium.edu</a>

			<ul style="list-style-type: none"> <li>on meat proteins and pigments</li> <li>○ accurately weigh a small pieces of steak</li> <li>○ pound with a mallet to flatten</li> <li>○ trace it's outline on a piece of graph paper and calculate it's area</li> <li>○ panfry for a given time (1 minute each side, 3 minutes each side, 5 minutes each side)</li> <li>○ re-weigh and re-measure</li> <li>○ calculate percentage weight loss and shrinkage</li> <li>○ taste each steak for flavour and texture</li> <li>○ determine the colour change, chemical change and palatability</li> </ul>		
	1C/1D	Preparation methods used to produce food products	<ul style="list-style-type: none"> <li>• Fish and other seafood <ul style="list-style-type: none"> <li>○ types</li> <li>○ nutritional value</li> <li>○ preparation and preservation</li> </ul> </li> </ul>		
	1C	Reasons for selecting cooking methods e.g. availability of time, nutrition, sustainability	<ul style="list-style-type: none"> <li>• Practical lesson Grilled Fish with Lemon Butter <ul style="list-style-type: none"> <li>○ grilling is the principle of cookery where food is cooked by radiated heat directed from above or below the food</li> <li>○ broiling and barbequing are also types of grilling</li> <li>○ care and attention are required when grilling meats because different items need different amounts of heat</li> <li>○ grill plates and grill bars must be spotlessly clean and lightly oiled</li> </ul> </li> </ul>		
	1D	Safe use and storage of equipment			
	1C/1D	Safe and hygienic work practices when using equipment and appliances			
	1C	Safe food handling practices and processing techniques used to ensure			

		the quality and palatability of food	<ul style="list-style-type: none"> <li>○ use tongs rather than forks to turn the food</li> <li>○ any meat that is grilled should be of the right size, tender and trimmed</li> <li>○ sauces, fruits, fruit compotes and compound butters can be served with grilled food</li> <li>○ checking for doneness is important</li> <li>○ any meat that is grilled should be of the right size, tender and trimmed</li> <li>○ sauces, fruits, fruit compotes and compound butters can be served with grilled food</li> <li>○ checking for doneness is important</li> </ul>		
<b>9</b>	1C  1D  1C/1D  1C/1D  1C/1D	Physical properties that influence selection and use of fresh and processed foods  Innovative technologies created for the food industry e.g. equipment and ingredients  Teamwork skills  Selection of appropriate equipment for stated purpose  Relevant terminology	<ul style="list-style-type: none"> <li>• Dairy Products <ul style="list-style-type: none"> <li>○ brainstorm milk products</li> <li>○ show <i>Our Dairy Industry</i> DVD</li> <li>○ nutritional value of dairy products</li> <li>○ pasteurized / homogenised</li> <li>○ soy milk</li> </ul> </li> <li>• Practical lesson Cheese making <ul style="list-style-type: none"> <li>○ demonstrate the making of cottage cheese</li> <li>○ in groups, students to make their own cottage cheese</li> <li>○ taste and evaluate</li> </ul> </li> </ul>		VEA, (2000) New Australian Food Technology: <i>Our Dairy Industry</i> . VEA, Bendigo, Australia  Inglis. J., Sunderland. J., Finch. C., Tooley. A., (2002) <i>The Essentials of GCSE Design &amp; Technology: Food Technology</i> . Lonsdale pg 20-21  <a href="http://www.recipe-dose.com/2009/02/homemade-cottage-cheese-recipe.html">http://www.recipe-dose.com/2009/02/homemade-cottage-cheese-recipe.html</a>

10	1C	Physical properties that influence selection and use of fresh and processed foods	<ul style="list-style-type: none"> <li>• Fruit and Vegetables <ul style="list-style-type: none"> <li>○ brainstorm fruits</li> <li>○ classify into groups</li> <li>○ how do we eat fruit?</li> <li>○ nutritional value of fruit</li> <li>○ repeat with vegetables</li> <li>○ given a wide range of fruit and vegetables students to record their classification, nutritional value, availability and their contribution to health and healing</li> </ul> </li> </ul>		
	1C	Foods that promote health e.g. fresh fruit and vegetables	<ul style="list-style-type: none"> <li>• Foods that promote health <ul style="list-style-type: none"> <li>○ watch ABC Education DVD <i>Food For Thought – Functional Foods</i></li> <li>○ what can we influence? - e.g. high levels of LDL cholesterol, low levels of HDL cholesterol, high blood pressure, obesity, inactivity, smoking, diet.</li> <li>○ summarise which foods are functional and in what way</li> <li>○ using recipe books, find recipes that use food which promote health and healing. Record the name of the recipe and it's source, and the functional foods it contains</li> </ul> </li> </ul>		ABC Education (2003) <i>Food For Thought – Functional Foods</i> ECU School of Biomedical and Health Sciences (2008), <i>Vegetables &amp; Fruit for Health &amp; Healing</i>
	1C	Adapting recipes to suit design briefs	<ul style="list-style-type: none"> <li>• Practical lesson salads as main courses <ul style="list-style-type: none"> <li>○ students to investigate, devise, produce, and evaluate a dish, based on fruit and vegetables</li> </ul> </li> </ul>		

			that uses functional foods. e.g. Super Salad		
11	1D	Societal and environmental factors that impact on individuals and community groups e.g. advertising, pricing, packaging and distribution	<ul style="list-style-type: none"> <li>• Labelling – informed decisions <ul style="list-style-type: none"> <li>○ give the students a copy of a label. Students to identify the information required by law and the information that the producers include to entice the consumer to purchase their product</li> <li>○ students to examine various examples of packaging to identify the above components</li> <li>○ how has changing consumer demands impacted on the information included on some types of packaging?</li> <li>○ visit the Food Standards website to experiment with the interactive label and use of the Nutrition Panel Calculator</li> <li>○ students to design their own product packaging given a template</li> </ul> </li> </ul>	<p><b>Introduce Unit 1D Task 3 Response to a New Product Launch</b></p> <ul style="list-style-type: none"> <li>○ obtain copy of an article and complete the outlined questions</li> <li>○ students to present their findings orally</li> </ul> <p><b>Introduce Unit 1D Task 3</b></p> <p>Response to a New Product Launch</p>	<p>King. J and Redfern. J (1997) <i>Food Technology: The essential ingredient</i>. Hodder Education. Chapter 8</p> <p><a href="http://www.foodstandards.gov.au">http://www.foodstandards.gov.au</a> (Food Matters - Interactive label and Reading Food Labels for a Healthier Diet)</p> <p>Inglis. J., Sunderland. J., Finch. C., Tooley. A., (2002) <i>The Essentials of GCSE Design &amp; Technology: Food Technology</i>. Lonsdale pg 76-78 (Student Workbook pg 68-70)</p> <p><a href="http://www.cleanuo.org.au">www.cleanuo.org.au</a></p> <p><a href="http://www.foodweek.com.au">www.foodweek.com.au</a></p>
	1D	The impact on enterprises of the ability of consumers to make informed decisions			
	1D	Staple foods, food habits and cultural traditions			
	1D	Factors that affect nutrition related health issues e.g. culture, local environment, income, food availability			
	1D	The impact of consumer beliefs and values on food supply and market practices			

	1C/1D	Consideration of the beliefs and values of producers and consumers to address changing consumer needs	<p>packaging and products with more than one type of packaging</p> <ul style="list-style-type: none"> <li>○ enter packaging, recycling, composting and cost comparisons of fresh and processed foods to the table using a range of products from the pantry</li> <li>○ how can we reduce the amount of packaging we use?</li> <li>○ briefly outline recycling symbols and what they mean</li> </ul>		
	1D	Recycling of waste from food production and packaging			
<b>12</b>	1C	Classification of food e.g. natural, processed	<ul style="list-style-type: none"> <li>• Produce a food classification table to classify foods as natural or processed <ul style="list-style-type: none"> <li>○ define natural food – give examples</li> <li>○ define processed food – give examples</li> <li>○ students to make up a table with what they consumed in the last 24 hours, separating foods into natural and processed</li> <li>○ discuss hard-to-place items</li> </ul> </li> <li>• Practical lesson Natural V Processed commodities e.g. Nutmeg Slice <ul style="list-style-type: none"> <li>○ students to produce a food product from natural ingredients and compare it to a processed product</li> </ul> </li> <li>• Staple foods <ul style="list-style-type: none"> <li>○ outline beginning of sedentary</li> </ul> </li> </ul>		
	1C	Economic and environmental aspects of purchasing fresh compared to processed foods			
	1C	Physical properties that influence selection and use of fresh and processed foods			
	1D	Classification of foods e.g. staple foods of communities			
	1D	Staple foods, food habits and cultural traditions			
	1D	Environmental factors that contribute to the availability of staple foods e.g.			

	1C/1D	<p>paddock to plate</p> <p>Adapting recipes to suit design briefs</p>	<p>lifestyles based on propagation of cereal crop – e.g. fertile crescent – and where some staples originated e.g. potatoes from Chilli/South America, tomato from South America (Mexicans domesticated it), corn from Mexico, sweet potato, sago from New Guinea, sugar from Pacific/Guinea.</p> <ul style="list-style-type: none"> <li>○ view an episode from the Food Safari Series. Identify staples.</li> <li>○ what did you have for dinner last night? What's the staple and where did it originate from? What are the staple food products of Australia? List and discuss.</li> <li>○ discuss land availability and weather conditions in relation to food in Australia. How do we adapt these conditions? How do we cope with adverse weather conditions e.g. drought?</li> <li>○ how do labour costs influence the price and availability of food in Australia? How do markets influence the price and availability of food in Australia?</li> </ul> <ul style="list-style-type: none"> <li>● Practical lesson Couscous <ul style="list-style-type: none"> <li>○ students to find, adapt and prepare a recipe which has couscous as the main ingredient</li> </ul> </li> </ul>		
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			<ul style="list-style-type: none"> <li>○ how does the adaptation/addition of ingredients affect the nutrition of the dish?</li> </ul>		
<b>13</b>	1D  1D  1D  1D	<p>Staple foods, food habits and cultural traditions</p> <p>Factors that affect nutrition related health issues e.g. culture, local environment, income, food availability</p> <p>The impact of consumer beliefs and values on food supply and market practices</p> <p>The impact on enterprises of the ability of consumers to make informed decisions</p>	<ul style="list-style-type: none"> <li>• Oral presentations students to: <ul style="list-style-type: none"> <li>○ include an introduction that clearly describes the response issue</li> <li>○ use relevant terminology</li> <li>○ present information in a well structured format e.g. paragraphs</li> <li>○ speak clearly and confidently</li> <li>○ address the audience</li> <li>○ include a logical conclusion</li> </ul> </li> </ul>	<b>Unit 1D Task 3 Due</b>	Response to a New Product Launch
<b>14</b>	1C/1D  1C/1D  1D  1D	<p>Adapting recipes to suit design briefs</p> <p>Producing food products, services or systems for themselves and their families using the technology process</p> <p>Classification of foods e.g. staple foods of communities</p> <p>Environmental factors that contribute to the availability of staple foods</p>	<ul style="list-style-type: none"> <li>• Investigate, devise, produce, evaluate</li> <li>• Food adaptations according to availability <ul style="list-style-type: none"> <li>○ “Fusion” cooking – discuss What effect does fusion have on the nutritional quality of a food product?</li> <li>○ students to find a recipe from another country and adapt it to Australian conditions. Describe how this food is a “fusion”</li> </ul> </li> <li>• <b>Introduce 1D Task 2 Part A</b> Investigate culturally traditional food commodities</li> </ul>	<b>Introduce 1D</b>	

	1D 1D 1D	Staple foods, food habits and cultural traditions  Societal and environmental factors that impact on individuals and community groups  The impact of consumer beliefs and values on food supply and market practices	<ul style="list-style-type: none"> <li>• Students to investigate the nutrition of culturally traditional food commodities <ul style="list-style-type: none"> <li>○ devise healthy main course dishes that include these commodities and produce a report of their investigation</li> </ul> </li> </ul>	<b>Task 2 Part A</b> Investigate culturally traditional food commodities	
<b>15</b>	1C/1D  1C/1D	Safe and hygienic work practices when using equipment and appliances  Safe food handling practices and processing techniques used to ensure the quality and palatability of food	<ul style="list-style-type: none"> <li>• Functional ingredients and alternatives <ul style="list-style-type: none"> <li>○ students to make small cakes in groups, leaving out one ingredient</li> <li>○ students to assess each cake and describe the result</li> <li>○ discuss functional ingredients and classify as framework, flavour, binding, texture, colour and/or other</li> <li>○ relate to food products such as bread, pastry, cakes, mayonnaise and sauces</li> <li>○ students to find a recipe and identify the function of each ingredient</li> <li>○ discuss how, when adapting a recipe, ingredients must be replaced by other ingredients that have the same function. This may change the colour or flavour of a product</li> <li>○ given recipes for bread rolls and beef casserole, students to identify the function of each</li> </ul> </li> </ul>		Inglis. J., Sunderland. J., Finch. C., Tooley. A., (2002) <i>The Essentials of GCSE Design &amp; Technology: Food Technology</i> . Lonsdale pg 22-25 (and Student Workbook)

	1C	Adapting recipes to suit design briefs	<p>ingredient and suggest an alternative</p> <ul style="list-style-type: none"> <li>• Practical lesson <ul style="list-style-type: none"> <li>○ students to modify the basic small cakes recipe, substituting, adding or modifying ingredients to produce and evaluate their own small cakes</li> <li>○ combination dishes - made up of separate secondary processed products e.g. lasagne is made from meat sauce, pasta and cheese sauce</li> <li>○ students to identify other combination dishes and their separate parts, e.g. Cornish pasty, Trifle, Moussaka, Samosa</li> </ul> </li> </ul>		
<b>16</b>	1C	Classification of foods e.g. natural, processed	<ul style="list-style-type: none"> <li>• Students may use time to revise any work not previously completed</li> </ul>	<b>Unit 1C Task 3 Due Test</b>	
	1C	Economic and environmental aspects of purchasing fresh compared to processed foods e.g. packaging, recycling, composting, cost	<ul style="list-style-type: none"> <li>• Students to complete test</li> </ul>		
	1C	Physical properties that influence selection and use of fresh and processed foods	<ul style="list-style-type: none"> <li>• Students may use their class notes to complete test under test conditions</li> </ul>		
	1C	Variation of macronutrient requirements depending on an individual's age and lifestyle e.g. carbohydrates, proteins, fats			
	1C	Use of food selection			

	1C	models to appraise food and diet e.g. Healthy Diet Pyramid, The Australian Guide to Healthy Eating			
	1D	Foods that promote health e.g. fresh fruit and vegetables			
	1D	Organisation of work using food orders and production plans	<ul style="list-style-type: none"> <li>• Produce a food order for Task 2 Part A Unit 1D</li> </ul>		
<b>17</b>	1C	The impact on enterprises of consumer demands for particular food products	<ul style="list-style-type: none"> <li>• Changing consumer needs - rationing to abundance <ul style="list-style-type: none"> <li>○ describe the transition of food choices based on limited choice to too much choice</li> <li>○ how have we made choices in the past?</li> <li>○ what effect is it having on our health?</li> <li>○ what are food producers doing to get us to purchase their products?</li> </ul> </li> </ul>	<b>1D Task 2 Part A Due</b>	Willets. G, Williamson. F, Baumgartner. P, Skurray. G (1995) <i>Senior Food Technology 2</i> . Rigby Heinemann, Port Melbourne. pg57-63
	1C/1D	Consideration of the beliefs and values of producers and consumers to address changing consumer needs		Investigate culturally traditional food commodities	Home Economics Institute of Australia (2008) <i>Nutrition - the inside story 2<sup>nd</sup> Edition</i> HEIA, Macquarie, ACT. pg150-163
	1D	The impact of consumer beliefs and values on food supply and market practices	<ul style="list-style-type: none"> <li>• Supply and demand and how this impacts on food choices and consumption <ul style="list-style-type: none"> <li>○ health issues</li> <li>○ health knowledge</li> <li>○ food preparation skills</li> <li>○ equipment</li> <li>○ income</li> </ul> </li> </ul>		
<b>18</b>	1D	Safe food handling practices to control reactions between ingredients and equipment to achieve performance	<ul style="list-style-type: none"> <li>• <b>Introduce Unit 1D Task 2 Part B</b></li> <li>• Practical lesson <ul style="list-style-type: none"> <li>○ students to produce and evaluate the main course</li> </ul> </li> </ul>	<b>Introduce Unit</b>	

	1D  1D	requirements  Organisation of work using food orders and production plans  Teamwork skills	dishes allocated to their production team in Task 2 Part A <ul style="list-style-type: none"> <li>○ use traditional equipment when available and innovative alternatives</li> <li>○ serve the dish using traditional equipment and innovative alternatives</li> <li>○ produce a nutrition label for their product</li> <li>○ record evaluation in written form including sensory responses, effect on nutrition, how the staple food was affected by processing etc.</li> </ul>	<b>1D Task 2 Part B</b> Produce Healthy Food Products for a Community	
<b>19</b>	1D  1D	Variation of micronutrient requirements depending on an individual's age and lifestyle e.g. vitamins and minerals  Factors that affect nutrition related health issues e.g. culture, local environment, income, food availability	<ul style="list-style-type: none"> <li>• Micronutrient requirements <ul style="list-style-type: none"> <li>○ investigate micronutrients using text, internet, health publications, tables and graphs.</li> <li>○ students to complete a table detailing each nutrient, its AMDR (acceptable macronutrient dietary range), its function in the body, effects of deficiency/excess and best sources</li> <li>○ students to create a table to identify changes in requirements for infants, children, adolescents, adults.</li> <li>○ how would requirements change if a person is overweight, underweight, training for an athletic event, etc?</li> <li>○ recipe adaptation for situation e.g. Pasta dish V Udon Noodle</li> </ul> </li> </ul>	<b>Unit 1D Task 2 Part B Due</b> Produce healthy food products for a community group	Home Economics Institute of Australia (2008) <i>Nutrition - the inside story</i> 2 <sup>nd</sup> Edition HEIA, Macquarie, ACT. pg6-27

			and Pesto		
<b>20</b>	1D	Variation of micronutrient requirements depending on an individual's age and lifestyle e.g. vitamins and minerals	<ul style="list-style-type: none"> <li>• <b>Introduce Unit 1D Task 1A</b></li> <li>• Nutrition related diseases brainstorm nutrition related diseases and their causes and effects e.g. obesity, celiac disease, diabetes, CVD, malnutrition, anaemia</li> </ul>	<b>Introduce Unit 1D Task 1A</b> Causes and impact of diet related disease	Home Economics Institute of Australia (2008) <i>Nutrition - the inside story</i> 2 <sup>nd</sup> Edition HEIA, Macquarie, ACT. pg116-149
	1D	The impact of nutrition related health problems associated with food intake e.g. obesity, diabetes, anaemia, malnutrition	<ul style="list-style-type: none"> <li>• Students to conduct library research to: <ul style="list-style-type: none"> <li>○ select one nutrition related health problem to investigate.</li> <li>○ explain two social factors that influence the onset of the problem you have selected</li> <li>○ explain two lifestyle factors that influence the onset of the problem</li> <li>○ explain two short term effects of the problem</li> <li>○ explain two long term effects of the problem</li> <li>○ access websites and explain the incidence and mortality rates for adolescents and the elderly suffering from the problem</li> <li>○ explain three economic effects of the problem Explain three social effects of chronic aspects of the problem</li> <li>○ identify and provide the contact details of two sources of information about the problem</li> </ul> </li> <li>• Explain three economic effects of the problem</li> </ul>		

			<ul style="list-style-type: none"> <li>• Explain three social effects of chronic aspects of the problem</li> <li>• Identify and provide the contact details of two sources of information about the problem</li> </ul>		
<b>21</b>	1C	Reasons for selecting cooking methods e.g. availability of time, nutrition, sustainability	<ul style="list-style-type: none"> <li>• Convenience foods dishes <ul style="list-style-type: none"> <li>○ demonstrate the making of a dish utilising a processed product e.g. Fried Rice from Rice-a-Riso</li> <li>○ why do we use convenience and take-away foods?</li> <li>○ discuss how convenience foods may contribute to a healthy family diet through adaptation, modification or additions</li> <li>○ how can take-away food contribute to a healthy diet? e.g. additions, modifications, substitutions?</li> </ul> </li> </ul>		
<b>22</b>	1D	Consideration of the beliefs and values of producers and consumers to address changing consumer needs	<ul style="list-style-type: none"> <li>• Convenience Foods <ul style="list-style-type: none"> <li>○ impact of processing on nutrition – relate to basic commodity</li> <li>○ e.g. Wonder White case study</li> <li>○ planning recipe adaptations</li> <li>○ change one ingredient</li> <li>○ change method of preparation</li> <li>○ add an ingredient</li> <li>○ change or add casings or toppings</li> <li>○ change the proportions of the recipe</li> </ul> </li> </ul>		Home Economics Institute of Australia (2008) <i>Nutrition - the inside story</i> 2 <sup>nd</sup> Edition HEIA, Macquarie, ACT. pg170-175
<b>23</b>	1C  1D	Food issues related to local food habits and trends  Innovative technologies created for the food	<ul style="list-style-type: none"> <li>• Preservation techniques <ul style="list-style-type: none"> <li>○ reasons for preservation: including oversupply, intermittent supply, convenience, controlling micro-</li> </ul> </li> </ul>		<a href="http://wpc.westone.wa.gov.au/Package.asp">http://wpc.westone.wa.gov.au/Package.asp</a> <i>Food Science and Nutrition</i> 68-112

		industry e.g. equipment and ingredients	<p>organisms and enzymes, extending shelf-life</p> <ul style="list-style-type: none"> <li>○ discuss preservation techniques and how they have evolved over time and in local areas to local trends and taste e.g. sauerkraut, roll mops</li> <li>○ describe innovative technologies e.g. irradiation, MAP</li> <li>○ students are given a range of preserved products to identify preservation method, effect on nutritional value, effect on quality and palatability of food</li> <li>○ discuss results</li> </ul>		
	1D	Safe food handling practices to control reactions between ingredients and equipment to achieve performance requirements e.g. cross contamination, food storage	<ul style="list-style-type: none"> <li>• Experiment <ul style="list-style-type: none"> <li>○ students to dehydrate apples using various ways to prevent oxidation of surface e.g. no change, lemon juice, citric acid</li> <li>○ students to sensory test final products and evaluate nutritional value</li> </ul> </li> </ul>		
	1C/D	Preparation methods used to produce food products	<ul style="list-style-type: none"> <li>• Practical lesson Jam making <ul style="list-style-type: none"> <li>○ select an in-season fruit</li> <li>○ students to make jam using</li> <li>○ safe personal presentation standards</li> <li>○ safe and hygienic work practices when using equipment and appliances</li> </ul> </li> </ul>		
	1C/D	Selection of appropriate equipment for stated purpose			
	1C/D	Relevant terminology			
<b>24</b>	1C/1D	Organisation of work using food orders and production	<ul style="list-style-type: none"> <li>• Outline menu planning. Students to evaluate menus with faults and</li> </ul>		

	<p>plans</p> <p>1C/1D Teamwork skills</p> <p>1C/1D Choosing recipes to suit a purpose</p> <p>1C/1D Relevant terminology</p> <p>1C/1D Adapting recipes to suit design briefs</p>	<p>suggest improvements</p> <ul style="list-style-type: none"> <li>○ demonstrate the costing of a recipe</li> <li>○ students to complete costing examples</li> <li>○ display and illustrate the use of a production plan, including plating diagrams and storage instructions</li> </ul> <ul style="list-style-type: none"> <li>• Students to use the Nutrition Panel Calculator to create labelling information for given dishes</li> </ul> <p><b>Introduce Unit 1C Task 2 Part A</b></p> <ul style="list-style-type: none"> <li>• Students to select one family favourite meal as the basis from which to devise a similar healthy alternative meal. students to: <ul style="list-style-type: none"> <li>○ select foods that promote health and list four healthy natural and processed commodities</li> <li>○ locate suitable recipes</li> <li>○ adapt ingredients and processing methods to improve nutrition</li> <li>○ cost each meal</li> <li>○ produce food orders and production plans</li> </ul> </li> </ul>	<p><b>Introduce Unit 1C Task 2 Part A</b> Design Brief</p> <p><b>Unit 1C Task 2 Part B Due</b> Production Evaluation</p>	<p><a href="http://www.foodstandards.gov.au">http://www.foodstandards.gov.au</a> Nutrition Panel Calculator</p>
<b>25</b>	1C	<p>Organisation of work using food orders and production plans</p>	<ul style="list-style-type: none"> <li>• Unit 1C Task 2 Trials Main dishes, students to prepare their trials each trial must be <ul style="list-style-type: none"> <li>○ costed</li> </ul> </li> </ul>	<p><a href="http://www.foodstandards.gov.au">http://www.foodstandards.gov.au</a> Nutrition Panel Calculator</p>

	1C	Teamwork skills	<ul style="list-style-type: none"> <li>○ produced using a production plan with plating diagrams and storage instructions</li> <li>○ evaluated according to nutritional value and quality and palatability of food.</li> <li>○ students individually demonstrate</li> <li>○ skills with food including safe and hygienic work practices, preparation methods, and organisation of work</li> <li>○ safe food handling practices and processing techniques used to ensure the quality and palatability of food.</li> <li>○ safe use and storage of equipment</li> </ul>		
	1C	Selection of appropriate equipment for stated purpose			
	1C	Skills to manage small-scale food productions			
	1C/1D	Safe food handling practices and processing techniques used to ensure the quality and palatability of food			
	1C/1D	Safe use and storage of equipment			
	1C/D	Workplace procedures for health and safety			
	1C/D	Safe personal presentation standards			
<b>26</b>	1C	Organisation of work using food orders and production plans	<ul style="list-style-type: none"> <li>● Unit 1C Task 2 Trials - Side Dishes Students to prepare their trials. <ul style="list-style-type: none"> <li>○ each trial must be costed</li> <li>○ produced using a production plan with plating diagrams and storage instructions</li> <li>○ evaluated according to nutritional value and quality and palatability of food</li> </ul> </li> <li>● Students individually demonstrate <ul style="list-style-type: none"> <li>○ skills with food including safe and hygienic work practices, preparation methods, and organisation of work</li> <li>○ safe food handling practices</li> </ul> </li> </ul>		<a href="http://www.foodstandards.gov.au">http://www.foodstandards.gov.au</a> Nutrition Panel Calculator
	1C	Teamwork skills			
	1C	Selection of appropriate equipment for stated purpose			
	1C	Skills to manage small-scale food productions			
	1C	Safe food handling practices and processing techniques used to ensure			

	1C	the quality and palatability of food Safe use and storage of equipment	and processing techniques used to ensure the quality and palatability of food. ○ safe use and storage of equipment		
	1C/1D	Workplace procedures for health and safety			
	1C/1D	Safe personal presentation standards			
<b>27</b>	1C	Organisation of work using food orders and production plans	<ul style="list-style-type: none"> <li>• Unit 1C Task 2 Trials Desserts, students to prepare their trials <ul style="list-style-type: none"> <li>○ each trial must be costed</li> <li>○ produced using a production plan with plating diagrams and storage instructions</li> <li>○ evaluated according to nutritional value and quality and palatability of food</li> </ul> </li> <li>• Students individually demonstrate <ul style="list-style-type: none"> <li>○ skills with food including safe and hygienic work practices, preparation methods, and organisation of work</li> <li>○ safe food handling practices and processing techniques used to ensure the quality and palatability of food.</li> <li>○ safe use and storage of equipment</li> </ul> </li> </ul>		<a href="http://www.foodstandards.gov.au">http://www.foodstandards.gov.au</a> Nutrition Panel Calculator
	1C	Teamwork skills			
	1C	Selection of appropriate equipment for stated purpose			
	1C	Skills to manage small-scale food productions			
	1C	Safe food handling practices and processing techniques used to ensure the quality and palatability of food			
	1C	Safe use and storage of equipment			
	1C/1D	Workplace procedures for Health and safety			
<b>28</b>	1C	Physical properties that influence the selection and use of fresh and processed	<ul style="list-style-type: none"> <li>• Students to finalise choices for their alternative healthy family meal</li> </ul>	<b>Unit 1C Task 2 Part A Due Design brief</b>	

	1C	foods  Food issues related to lifestyle that affect personal needs, wants, beliefs and values	<ul style="list-style-type: none"> <li>• Students to: <ul style="list-style-type: none"> <li>○ evaluate the fat and salt content of each meal</li> <li>○ explain how nutrition is improved</li> <li>○ describe the physical properties of each product in both meals</li> <li>○ explain two food issues related to lifestyle</li> <li>○ evaluate the systems of work used to produce the meal.</li> </ul> </li> </ul>		
<b>29</b>			<ul style="list-style-type: none"> <li>• Oral presentations for Unit 1C Task 2 Part B</li> </ul>	<b>Unit 1C Task 2 Part B Due</b> Production Evaluation	
<b>30</b>	1D  1D  1D  1D  1D  1D	Classification of foods e.g. staple foods of communities  Environmental factors that contribute to the availability of staple foods  Staple foods, food habits and cultural traditions  Physical properties that influence selection and use of staple foods  Effects of processing on properties of foods  Variation of micronutrient requirements depending on an individual's age and lifestyle  The impact of consumer	<ul style="list-style-type: none"> <li>• Revision for written test</li> <li>• Students to complete written test</li> <li>• Students may use their class notes to complete test under test conditions.</li> </ul>	<b>Unit 1D Task 4 Due</b> Test	

	1D	beliefs and values on food supply and market practices			
	1D	The impact on enterprises of the ability of the consumers to make informed decisions			

## Assessment outline – Food Science and Technology (Nutrition and health promotion)

### Unit 1C – Food and my life and Unit 1D – Food for communities

#### Unit focus: Food for me and Food for my community

Assessment type	Type weighting	Task weighting		Assessment task	Week due	Content	Outcome 1 Understanding food materials	Outcome 2 Developing food opportunities	Outcome 3 Working in food environments	Outcome 4 Understanding food in society
		1C	1D							
Investigation	1C – 20 % 1D – 30 %	20%		<b>Unit 1C Task 1</b> Investigate personal food intake	7	Nutrition Issues, trends and innovation	✓			✓
	(CC weighting 20-30%)		10%	<b>Unit 1D Task 1 Part A</b> Investigate a nutrition related health problem	23	Nutrition Issues, trends and innovation		✓		✓
			20%	<b>Unit 1D Task 2 Part A</b> Investigate culturally traditional commodities	17	Commodities Issues, trends and innovation	✓	✓		✓
Production	1C – 60 % 1D – 50%	60%		<b>Unit 1C Task 2 Part A</b> Design brief	28	Technology process Skills with food Food practices and processing	✓		✓	
	(CC weighting 50-70%)		50%	<b>Unit 1D Task 2 Part B</b> Produce healthy food products for a community cultural group	19	Nutrition Technology process Skills with food Food practices and processing		✓	✓	✓
Response	1C – 20 % 1D – 20 %	10%		<b>Unit 1C Task 2 Part B</b> Production evaluation	29	Technology process	✓			✓
	(CC weighting 10-20%)		10%	<b>Unit 1D Task 3</b> Response to a new product launch	13	Commodities Nutrition Consumer and enterprise relationships		✓	✓	✓
		10%		<b>Unit 1C Task 3</b> Test 1	16	Commodities, Nutrition Properties of food	✓			✓
		10%	<b>Unit 1D Task 4</b> Test 2	30	Issue, trends and innovation					

## Assessment Task 1: Unit 1C FSTN

### Task 1 Part A: Investigate personal food intake

<b>Assessment Type:</b>	Investigation
<b>Outcomes:</b>	Outcome 1: Understanding food materials Outcome 2: Developing food opportunities
<b>Context:</b>	Food for me
<b>Task duration:</b>	3 weeks
<b>Task weighting:</b>	20% of unit total

#### Task 1: Investigate personal food intake (65 marks - 20%)

Use the Australian Guide to Healthy Eating (AGHE) to investigate and analyse recorded personal food intake. Produce a report of the investigation.

#### What you need to do:

##### 1. Report writing

- Demonstrate accurate spelling of relevant terminology, correct punctuation and sentence structure, effective paragraphing
- Include an introduction to the task outlining the focus of the investigation
- Include an effective and logical conclusion
- Use an approved format to record all references.

##### 2. Investigate food selection models

- Select one food selection model to compare with the AGHE
- Identify the weight or volume of the daily protein, fat and carbohydrate intakes recommended in each model for an adolescent in the healthy weight range
- Explain how accurately this can be achieved. Give one reason for each model
- Select and identify one model and use it to identify the daily macronutrient requirements at three stages of the lifespan e.g. child, pregnant adult, over sixty average male
- Describe three reasons why macronutrient requirements vary according to age
- Recommend three reasons why one model would be selected for use by adolescents.

##### 3. Investigate personal food intake

- Record your food intake over a twenty four hour period and enter it in a food diary
- Record all meals, snacks and beverages consumed
- Use appropriate measures to accurately record liquids and solids
- Calculate the total food consumed from each of the six AGHE food groups, calculate the total beverages consumed
- Identify how many sample serve sizes from each food group are recommended in the AGHE
- Calculate how many sample serve sizes of each food group have been consumed using the AGHE recommended serve sizes.

#### 4. Analyse personal food intake

- Explain two reasons why your food intake did/or did not, meet the recommendations of the AGHE
- Explain three ways in which you could change your diet to better meet the AGHE recommendations
- Describe three features of the AGHE that made it simple or difficult to analyse your food intake
- Describe two food issues related to lifestyle that affect your food related beliefs and values e.g. health, income, convenience, activity and will influence your ability to change your food choices
- Explain three ways in which your food intake will, or will not, promote health
- Describe one positive personal impact of analyzing your food intake
- Describe one negative personal impact of analyzing your food intake.

What is required for assessment?	Due date
<input type="checkbox"/> Report	Week 7

## Marking key Task 1: Unit 1C FSTN

Investigate adolescent food needs	Maximum mark /65
<b>1. Essay writing</b>	
<ul style="list-style-type: none"> <li>• Demonstrates accurate spelling of relevant terminology, correct punctuation and sentence structure and effective paragraphing               <ul style="list-style-type: none"> <li>○ accurate spelling of relevant terminology</li> <li>○ correct punctuation</li> <li>○ correct sentence structure</li> <li>○ correct paragraphing</li> </ul> </li> </ul> ( 1 mark each)	/1 /1 /1 /1
<ul style="list-style-type: none"> <li>• Includes an introduction to the task outlining the focus of the investigation               <ul style="list-style-type: none"> <li>○ clearly outlines the investigation issue (1 mark)</li> </ul> </li> </ul>	/1
<ul style="list-style-type: none"> <li>• Includes an effective and logical conclusion               <ul style="list-style-type: none"> <li>○ provides logical conclusions or recommendations (1 mark)</li> </ul> </li> </ul>	/1
<ul style="list-style-type: none"> <li>• Uses an approved format to record all references (1 mark)</li> </ul>	/1
<b>Total - Essay writing</b>	<b>/7</b>
<b>2. Investigate food selection models</b>	
<ul style="list-style-type: none"> <li>• Selects one food selection model to compare with the Australian Guide to Healthy Eating (1 mark)</li> </ul>	/1
<ul style="list-style-type: none"> <li>• Identifies the weight or volume of the daily protein, fat and carbohydrate intakes recommended in each model for an adolescent in the healthy weight range               <ul style="list-style-type: none"> <li>○ weight of protein for each model</li> <li>○ weight or volume of fat for each model</li> <li>○ weight of carbohydrate for each model</li> </ul> </li> </ul> (2 marks each macronutrient)	/2 /2 /2
Explains how accurately this can be achieved. Gives one reason for each model (1 mark each reason, each model)	/2
<ul style="list-style-type: none"> <li>• Selects and identifies one model and uses it to identify the daily macronutrient requirements at three stages of the lifespan e.g. child, pregnant adult, over sixty average male               <ul style="list-style-type: none"> <li>○ identifies one model (1 mark)</li> <li>○ identifies macronutrient requirements for an average child</li> </ul> </li> </ul>	/1 /3 /3 /3

<ul style="list-style-type: none"> <li>○ identifies macronutrient requirements for a pregnant adult</li> <li>○ identifies macronutrient requirements for an over sixty average male (1 mark each age group for each macronutrient)</li> </ul>	
<ul style="list-style-type: none"> <li>• Describes three reasons why macronutrient requirements vary according to age (1 mark each)</li> </ul>	/3
<ul style="list-style-type: none"> <li>• Recommends three reasons why one model would be selected for use by adolescents (1 mark each)</li> </ul>	/3
<b>Total – Investigate food selection models</b>	<b>/25</b>
<b>3. Investigate personal food intake</b>	
<ul style="list-style-type: none"> <li>• Records food intake over a twenty four hour period and enters it in the food diary provided (1 mark)</li> </ul>	/1
<ul style="list-style-type: none"> <li>• Records all meals, snacks and beverages consumed <ul style="list-style-type: none"> <li>○ records all meals</li> <li>○ records all snacks</li> <li>○ records all beverages (1 mark each)</li> </ul> </li> </ul>	/1 /1 /1
<ul style="list-style-type: none"> <li>• Uses appropriate measures to accurately record liquids and solids <ul style="list-style-type: none"> <li>○ appropriate measures for liquids</li> <li>○ appropriate measurers for solids (1 mark each)</li> </ul> </li> </ul>	/1 /1
<ul style="list-style-type: none"> <li>• Calculates the total food consumed from each of the six AGHE food groups, calculates the total beverages consumed (1 mark each of six food groups, 1 mark beverages)</li> </ul>	/7
<ul style="list-style-type: none"> <li>• Identifies how many sample serve sizes from each food group are recommended in the AGHE (1 mark each of six food groups)</li> </ul>	/6
<ul style="list-style-type: none"> <li>• Calculates how many sample serve sizes of each food group have been consumed using the AGHE recommended serve sizes (1 mark each of six food groups)</li> </ul>	/6
<b>Total – Investigate personal food intake</b>	<b>/25</b>
<b>4. Analyse personal food intake</b>	
<ul style="list-style-type: none"> <li>• Explains two reasons why food intake did/or did not, meet the recommendations of the AGHE (1 mark each reason)</li> </ul>	/2
<ul style="list-style-type: none"> <li>• Explains three ways in which diet could be changed to better meet the AGHE recommendations (1 mark each)</li> </ul>	/3

<ul style="list-style-type: none"> <li>• Describes three features of the AGHE that made it simple or difficult to analyse food intake (1 mark each feature)</li> </ul>	/3
<ul style="list-style-type: none"> <li>• Describes two food issues related to lifestyle that affect food related beliefs and values e.g. health, income, convenience, activity and will influence your ability to change your food choices (1 mark each issue)</li> </ul>	/2
<ul style="list-style-type: none"> <li>• Explains three ways in which food intake will, or will not, promote health (1 mark each)</li> </ul>	/3
<ul style="list-style-type: none"> <li>• Describes one positive personal impact of analyzing food intake (1 mark)</li> </ul>	/1
<ul style="list-style-type: none"> <li>• Describes one negative personal impact of analyzing food intake (1 mark)</li> </ul>	/1
<b>Total – Analyse personal food intake</b>	<b>/15</b>
<b>TASK TOTAL</b>	<b>/65</b>

**Teacher comment:**

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## Assessment Task 2 Part A: Unit 1C FSTN

### Task 2 Part A: Design brief

<b>Assessment Type:</b>	Production
<b>Outcomes:</b>	Outcome 1: Understanding food materials Outcome 2: Developing food opportunities
<b>Context:</b>	Food for me
<b>Task duration:</b>	4 weeks
<b>Task weighting:</b>	60% of unit total

### Task 2 Part A: Design brief (65 marks - 60%)

A busy family of two adults and two adolescents regularly eats convenience or take-away meals. Their two favourite Sunday evening family meals are deep fried chicken, gravy, chips and coleslaw or hamburgers, chips and sundaes. The budget is stretched and the family wants to eat healthier food. Work individually to plan and produce a similar healthy alternative Sunday evening meal for them that costs a maximum of \$25. Record the planning in a portfolio.

### What you need to do:

#### 1. Planning

- Select one family favourite meal as the basis from which to devise a similar healthy alternative meal
- Visit a supermarket or fast food outlet and identify four convenience products that would comprise the family's favourite meal e.g. deep fried chicken, gravy, hot chips and pre-prepared coleslaw or hamburgers, chips and sundaes
- Read food labels or access websites and record the fat and salt content of each product
- Use software or Recommended Daily Intakes to identify the daily fat and salt intakes recommended for adults and adolescents
- Select foods that promote health and list four healthy natural and processed commodities that could be used to produce similar products e.g. chicken, gravy, a potato product and a salad or a healthy burger (bread and filling), a potato product and a healthy dessert
- Explain three nutritional reasons for the selection of commodities for the meal
- Locate a suitable recipe for each product
- Adapt ingredients and processing methods to improve nutrition and explain two examples of each
- Use resources to cost the family's favourite meal
- Use resources to cost the alternative family meal
- Produce a food order for one portion of the alternative meal
- Produce a production plan to produce the alternative meal

## 2. Production

Demonstrate the following skills

- Safe and hygienic work practices when using equipment and appliances
  - use equipment and appliances safely
  - clean equipment and appliances hygienically
- Organisation of work using food orders and production plans
  - submits and accurate food order on time
  - follows and modifies a production plan
- Safe food handling practices and processing techniques used to ensure the quality and palatability of food
  - selects appropriate processing techniques
  - applies cooking methods to retain nutrition
  - use sensory testing to evaluate food products
  - use processes to avoid cross contamination
- Safe personal presentation standards
  - personal grooming and hygiene
  - clean hands and nails before handling food

What is required for assessment?	Due date
<input type="checkbox"/> Portfolio	Week 28
<input type="checkbox"/> Attendance on the day of production (absence to be explained in accordance with the school assessment policy)	

## Marking key Task 2 Part A: Unit 1C FSTN

Design brief	Maximum mark /65
<b>1. Planning</b>	
<ul style="list-style-type: none"> <li>• Visits a supermarket or fast food outlet and identifies four convenience products that would comprise family favourite meal (1 mark each product)</li> </ul>	/4
<ul style="list-style-type: none"> <li>• Reads food labels or accesses websites and records the fat and salt content of each product (1 mark each product for each of fat and salt)</li> </ul>	/8
<ul style="list-style-type: none"> <li>• Uses software or Recommended Daily Intakes to identify the daily fat and salt intakes recommended for adults and adolescents               <ul style="list-style-type: none"> <li>○ adults, fat</li> <li>○ adults, salt</li> <li>○ adolescents, fat</li> <li>○ adolescents, salt (1 mark each)</li> </ul> </li> </ul>	/1 /1 /1 /1
<ul style="list-style-type: none"> <li>• Selects foods that promote health and lists four healthy natural and processed commodities that could be used to produce similar products (1 mark each of four products)</li> </ul>	/4
<ul style="list-style-type: none"> <li>• Explains three nutritional reasons for the selection of commodities for the meal (1 mark each product)</li> </ul>	/3
<ul style="list-style-type: none"> <li>• Locates a suitable recipe for each product (1 mark each product)</li> </ul>	/4
<ul style="list-style-type: none"> <li>• Adapts ingredients and processing methods to improve nutrition and explains two examples of each               <ul style="list-style-type: none"> <li>○ adapts ingredients, two examples</li> <li>○ adapts processing methods, two examples</li> </ul> </li> </ul>	/2 /2
<ul style="list-style-type: none"> <li>• Uses resources to cost the family's favourite meal (1 mark)</li> </ul>	/1
<ul style="list-style-type: none"> <li>• Uses resources to cost the alternative family meal (1 mark)</li> </ul>	/1
<ul style="list-style-type: none"> <li>• Produces a food order for one portion of the alternative meal (1 mark)</li> </ul>	/1
<ul style="list-style-type: none"> <li>• Produces a production plan to produce the alternative meal (1 mark)</li> </ul>	/1
<b>Total - Planning</b>	<b>/35</b>

2. Production		1 = poor, 2 = satisfactory, 3 = very good		
<ul style="list-style-type: none"> <li>• <i>Safe and hygienic work practices when using equipment and appliances</i></li> </ul>				
○ uses equipment and appliances safely	1	2	3	
○ cleans equipment and appliances hygienically	1	2	3	
<ul style="list-style-type: none"> <li>• <i>Organisation of work using food orders and production plans</i></li> </ul>				
○ submits and accurate food order on time	1	2	3	
○ follows and modifies a production plan	1	2	3	
<ul style="list-style-type: none"> <li>• <i>Safe food handling practices used to ensure the quality and palatability of food</i></li> </ul>				
○ selects appropriate processing techniques	1	2	3	
○ applies cooking methods to retain nutrition	1	2	3	
○ uses sensory testing to valuate food products	1	2	3	
○ uses processes to avoid cross contamination	1	2	3	
<ul style="list-style-type: none"> <li>• <i>Safe personal presentation standards</i></li> </ul>				
○ personal grooming and hygiene	1	2	3	
○ cleans hands and nails before handling food	1	2	3	
<b>Total - Production</b>				<b>/30</b>
<b>TASK TOTAL</b>				<b>/65</b>

**Teacher comment:**

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## Assessment Task 2 Part B: Unit 1C FSTN

### Task 2 Part B: Production evaluation

<b>Assessment Type:</b>	<b>Response</b>
<b>Outcomes:</b>	Outcome 1: Understanding food materials Outcome 2: Developing food opportunities
<b>Context:</b>	Food for me
<b>Task duration:</b>	2 weeks
<b>Task weighting:</b>	10% of unit total

### Task 2 Part B: Production evaluation (40 marks - 10%)

Evaluate the nutritional aspects of the products and the systems of work used to produce a healthy family meal in Task 2B. Produce notes of the evaluation and report it orally in a ten minute presentation.

#### What you need to do:

##### 1. Evaluation

- Evaluate the fat and salt content of each product in the favourite and alternative meals
- Explain how nutrition is improved when fresh commodities are included. Give two examples
- Describe the physical properties of each product in the favourite and alternative meal
- Explain three economic advantages of the alternative meal
- Explain two food issues related to lifestyle and how they affect the personal beliefs and values of this family e.g. time, cost, convenience, health
- Evaluate the systems of work used to produce the meal. Explain one positive aspect and make two recommendations for improvement

##### 2. Oral presentation

- keep to the time allocated
- provide an introduction that explains the investigation issue
- use relevant terminology
- organise information logically
- speak clearly and confidentially
- address the audience
- respond in a clear well-structured way

What is required for assessment?	Due date
<input type="checkbox"/> Evaluation notes	Week 29
<input type="checkbox"/> Oral presentation	

## Marking key Task 2 Part B: Unit FSTH

<b>Production evaluation</b>	<b>Maximum mark</b> <b>/40</b>
<b>1. Evaluation</b>	
<ul style="list-style-type: none"> <li>• Evaluate the fat and salt content of each product in the favourite and alternative meals               <ul style="list-style-type: none"> <li>○ fat and salt content , each of four products, favourite meal</li> <li>○ fat and salt content , each of four products, alternative meal (1 mark fat, 1 mark salt, for each of four products in each meal)</li> </ul> </li> </ul>	/8 /8
<ul style="list-style-type: none"> <li>• Explain how nutrition is improved when fresh commodities are included. Give two examples (1 mark each example)</li> </ul>	/2
<ul style="list-style-type: none"> <li>• Describes the physical properties of each product in the favourite and alternative meal               <ul style="list-style-type: none"> <li>○ each of four products in the favourite meal (1 mark each)</li> <li>○ each of four products in the alternative meal (1 mark each)</li> </ul> </li> </ul>	/4 /4
<ul style="list-style-type: none"> <li>• Explain three economic advantages of the alternative meal (1 mark each)</li> </ul>	/3
<ul style="list-style-type: none"> <li>• Explain two food issues related to lifestyle and how they affect the personal beliefs and values of this family e.g. time, cost, convenience, health (1 mark each)</li> </ul>	/2
<ul style="list-style-type: none"> <li>• Evaluate the systems of work used to produce the meal. Explain one positive aspect and make two recommendations for improvement               <ul style="list-style-type: none"> <li>○ one positive aspect ( 1 mark)</li> <li>○ two recommendations (1 mark each)</li> </ul> </li> </ul>	/1 /2
<b>Total - Evaluation</b>	<b>/34</b>
<b>2. Oral</b>	
<ul style="list-style-type: none"> <li>• provide an introduction that explains the investigation issue</li> <li>• use relevant terminology</li> <li>• organise information logically</li> <li>• speak clearly and confidentially</li> <li>• address the audience</li> <li>• respond in a clear well-structured way</li> </ul>	/1 /1 /1 /1 /1 /1
<b>Total - Oral</b>	<b>/6</b>
<b>TASK TOTAL</b>	<b>/40</b>

**Teacher comment:**

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## Assessment Task 1 Part A: Unit 1D FSTN

### Task 1 Part A: Investigate a nutrition related health problem

<b>Assessment Type:</b>	Investigation
<b>Outcomes:</b>	Outcome 1: Understanding food materials Outcome 2: Developing food opportunities
<b>Context:</b>	Food for my community
<b>Task duration:</b>	3 weeks
<b>Task weighting:</b>	20% of unit total

#### Task 1 Part A: Investigate a nutrition related health problem (50 marks - 20%)

Investigate the causes and impact of a nutrition related health problem. Produce an information package that reports the results of the investigation.

#### What you need to do:

##### 1. Writing:

- Demonstrate accurate spelling of relevant terminology, correct punctuation and sentence structure and effective paragraphing.
- Include an introduction to the task outlining the focus of the investigation
- Include an effective and logical conclusion
- Use an approved format to record all references

##### 2. Investigation

- Identify three nutrition related health problems
- Describe two nutrition related causes of each problem
- Select one health problem to investigate. Give two reasons for your selection
- Analyse two social factors that influence the onset of the problem you have selected e.g. culture, local environment, income, food availability
- Explain two lifestyle factors that influence the onset of the problem
- Explain two short and two long term effects of the problem
- Access websites and explain the incidence and mortality rates for adolescents and the elderly suffering from the problem
- Predict three economic effects of the problem e.g. loss of wages, health care
- Analyse three social effects of chronic aspects of the problem e.g. effect on families, reduced social interaction, time taken for medical care
- Identify and provide the contact details of two sources of nutritional and lifestyle information about the problem
- Produce a menu for a daily intake of foods appropriate to manage the problem
- Justify three reasons for the foods included or excluded.

What is required for assessment	Due date
<input type="checkbox"/> Information package	Week 23

### Marking key Task 1 Part A: Unit 1D FSTN

Investigate the causes and impact of a nutrition related health problem	Maximum mark <b>/50</b>
<b>1. Writing</b>	
<ul style="list-style-type: none"> <li>• Demonstrates accurate spelling of relevant terminology, correct punctuation and sentence structure and effective paragraphing               <ul style="list-style-type: none"> <li>○ accurate spelling of relevant terminology</li> <li>○ correct punctuation</li> <li>○ correct sentence structure</li> <li>○ correct paragraphing</li> </ul> </li> </ul> <p>( 1 mark each)</p>	/1 /1 /1 /1
<ul style="list-style-type: none"> <li>• Includes an introduction to the task outlining the focus of the investigation               <ul style="list-style-type: none"> <li>○ clearly outlines the investigation issue (1 mark)</li> </ul> </li> </ul>	/1
<ul style="list-style-type: none"> <li>• Includes an effective and logical conclusion               <ul style="list-style-type: none"> <li>○ provides logical conclusions or recommendations (1 mark)</li> </ul> </li> </ul>	/1
<ul style="list-style-type: none"> <li>• Uses an approved format to record all references (1 mark)</li> </ul>	/1
<b>Total - Writing</b>	<b>/7</b>
<b>2. Investigation</b>	
<ul style="list-style-type: none"> <li>• Identifies three nutrition related health problems (1 mark each)</li> </ul>	/3
<ul style="list-style-type: none"> <li>• Describes two nutrition related causes of each problem (2 marks each problem)</li> </ul>	/8
<ul style="list-style-type: none"> <li>• Selects one nutrition related health problem to investigate. Gives two reasons for your selection               <ul style="list-style-type: none"> <li>○ selects (1 mark)</li> <li>○ gives two reasons (1 mark each)</li> </ul> </li> </ul>	/1 /2
<ul style="list-style-type: none"> <li>• Analyses two social factors that influence the onset of the problem you have selected e.g. culture, local environment, income, food availability (1 mark each factor)</li> </ul>	/2
<ul style="list-style-type: none"> <li>• Explains two lifestyle factors that influence the onset of the problem (1 mark each factor)</li> </ul>	/2
<ul style="list-style-type: none"> <li>• Explains two short term effects of the problem (1 mark each factor)</li> </ul>	/2

<ul style="list-style-type: none"> <li>Explains two long term effects of the problem (1 mark each)</li> </ul>	/2
<ul style="list-style-type: none"> <li>Accesses websites and explains the incidence of the problem and mortality rates for adolescents and the elderly suffering from the problem <ul style="list-style-type: none"> <li>incidence rates for adolescents</li> <li>mortality rates for adolescents</li> <li>incidence rates for the elderly</li> <li>mortality rates for the elderly (1 mark each)</li> </ul> </li> </ul>	/1 /1 /1 /1
<ul style="list-style-type: none"> <li>Predicts three economic effects of the problem e.g. loss of wages, health care (1 mark each effect)</li> </ul>	/3
<ul style="list-style-type: none"> <li>Analyses three social effects of chronic aspects of the problem e.g. effect on families, reduced social interaction, time taken for medical care (1 mark each effect)</li> </ul>	/3
<ul style="list-style-type: none"> <li>Identifies and provides the contact details of two sources of nutritional and lifestyle information about the problem <ul style="list-style-type: none"> <li>identifies two sources (1 mark each)</li> <li>contact details for each of two sources (1 mark each)</li> </ul> </li> </ul>	/2 /2
<ul style="list-style-type: none"> <li>Produces a menu for a daily intake of foods appropriate to manage the problem (1 mark each of three meals plus snacks)</li> </ul>	/4
<ul style="list-style-type: none"> <li>Justifies three reasons for the foods included or excluded (1 mark each reason)</li> </ul>	/3
<b>Total - Investigation</b>	<b>/43</b>
<b>TASK TOTAL</b>	<b>/50</b>

**Teacher comment:**

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## Assessment Task 2 Part A: Unit 1D FSTN

### Task 2 Part A: Investigate culturally traditional food commodities

<b>Assessment Type:</b>	Investigation
<b>Outcomes:</b>	Outcome 1: Understanding food materials Outcome 2: Developing food opportunities
<b>Context:</b>	Food for my community
<b>Task duration:</b>	3 weeks
<b>Task weighting:</b>	20% of unit total

### Task 2 Part A: Investigate culturally traditional food commodities (45 marks - 20%)

Investigate the nutrition of culturally traditional food commodities. Devise healthy main course dishes that include these commodities. Produce a report of your investigation.

#### What you need to do:

##### 1. Report writing

- Demonstrate accurate spelling of relevant terminology, correct punctuation and sentence structure, effective paragraphing
- Include an introduction to the task outlining the focus of the investigation
- Include an effective and logical conclusion
- Use an approved format to record all references.

##### 2. Investigation

###### Work effectively in a class group:

- Communicate and negotiate to identify a cultural group from the local community
- Interview a person from the group, research texts or websites

###### Work individually:

- Identify the traditional staple food of the community group
- Explain two environmental factors that enable production of the staple crop in the home country
- Explain three food habits and cultural traditions involving the staple food
- Analyse the nutrition of the staple food and the main effect of processing
- Analyse two protein based commodities traditionally consumed by the cultural group
- Identify four culturally traditional foods from each of the fruit and vegetable food groups commonly consumed
- Identify one fat or oil traditionally used in cooking
- Analyse two food issues related to lifestyle that affect the beliefs and values of the cultural group
- Describe three forms in which the staple food is available in Australia
- Explain two impacts on enterprises of demands from the cultural group for particular food products
- Predict two effects on the health of the cultural group of the consumption of a Western diet
- Identify a traditional main course recipe commonly consumed by the cultural group

- Justify three adaptations to improve health but retain the traditional features e.g. reduce fat, increase vegetables or fruit, alter yield sizes, reduce refined carbohydrate, use healthy processing techniques

**Work effectively in a class group:**

- Communicate and negotiate to select six dishes for production, identify teams and allocate recipes to teams

**Work individually:**

- Produce a food order for one quantity of the product

What is required for assessment?	Due dates
<input type="checkbox"/> Food order	Week 16
<input type="checkbox"/> Report	Week 17

## Marking key Task 2 Part A: Unit 1D FSTN

Investigate culturally traditional food commodities	Maximum mark <b>/45</b>
<b>1. Report writing</b>	
<ul style="list-style-type: none"> <li>• Demonstrates accurate spelling of relevant terminology, correct punctuation and sentence structure and effective paragraphing               <ul style="list-style-type: none"> <li>○ accurate spelling of relevant terminology</li> <li>○ correct punctuation</li> <li>○ correct sentence structure</li> <li>○ correct paragraphing</li> </ul>               ( 1 mark each)             </li> </ul>	/1 /1 /1 /1
<ul style="list-style-type: none"> <li>• Includes an introduction to the task outlining the focus of the investigation               <ul style="list-style-type: none"> <li>○ clearly outlines the investigation issue (1 mark)</li> </ul> </li> </ul>	/1
<ul style="list-style-type: none"> <li>• Includes an effective and logical conclusion               <ul style="list-style-type: none"> <li>○ provides logical conclusions or recommendations (1 mark)</li> </ul> </li> </ul>	/1
<ul style="list-style-type: none"> <li>• Uses an approved format to record all references (1 mark)</li> </ul>	/1
<b>Total - Essay writing</b>	<b>/7</b>
<b>Investigation</b>	
<ul style="list-style-type: none"> <li>• Works effectively in a class group, communicates and negotiates to identify a cultural group from the local community               <ul style="list-style-type: none"> <li>○ works effectively</li> <li>○ communicates</li> <li>○ negotiates (1 mark each)</li> </ul> </li> </ul>	/1 /1 /1
<ul style="list-style-type: none"> <li>• Interviews a person from the group, researches texts or websites (1 mark)</li> </ul>	/1
Works individually and identifies the traditional staple food of the community group (1 mark)	/1
<ul style="list-style-type: none"> <li>• Explains two environmental factors that enable production of the staple crop in the home country (1 mark each)</li> </ul>	/2
<ul style="list-style-type: none"> <li>• Explains three food habits and cultural traditions involving the staple food (1 mark each)</li> </ul>	/3
<ul style="list-style-type: none"> <li>• Analyses the nutrition of the staple food and the main effect of processing</li> </ul>	

○ nutrition	/1
○ effect of processing (1 mark each)	/1
• Analyses two protein based commodities traditionally consumed by the cultural group (1 mark each)	/2
• Identifies four culturally traditional foods from each of the fruit and vegetable food groups commonly consumed	/4
○ four from the fruit food group (1 mark each)	/4
○ four from the vegetable food group (1 mark each)	
• Identifies one fat or oil traditionally used in cooking (1 mark)	/1
• Analyses two food issues related to lifestyle that affect the beliefs and values of the cultural group (1 mark each issue)	/2
• Describes three forms in which the staple food is available in Australia (1 mark each form)	/3
• Explains two impacts on enterprises of demands from the cultural group for particular food products (1 mark each impact)	/2
• Predicts two effects on the health of the cultural group of the consumption of a Western diet (1 mark each)	/2
• Identifies a traditional main course recipe commonly consumed by the cultural group (1 mark)	/1
• Justifies three adaptations to improve health but retain the traditional features (1 mark each)	/3
• Works effectively in a class group to select six dishes for production and allocate recipes to teams (1 mark)	/1
• Produces a food order for one quantity of the product (1 mark)	/1
<b>Total - Investigation</b>	<b>/38</b>
<b>TASK TOTAL</b>	<b>/45</b>

**Teacher comment:**

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## Assessment Task 2 Part B: Unit 1D FSTN

### Task 2 Part B: Produce nutritious food products for a community cultural group

<b>Assessment Type:</b>	Production
<b>Outcomes:</b>	Outcome 1: Understanding food materials Outcome 3: Working in food environments
<b>Context:</b>	Food for my community
<b>Task duration:</b>	2 weeks
<b>Task weighting:</b>	50% of unit total

### Task 2 Part B: Produce nutritious food products suitable for a community cultural group (65 marks - 50%)

Produce and evaluate the main course dishes devised in Task 2 Part A. Demonstrate safe food handling practices to control reactions between ingredients and equipment to achieve performance requirements. Record the evaluation in written form.

#### What you need to do:

#### Work in teams

#### 1 Production

- Produce the main course dish allocated to your production team in Task 2 Part A
- Use traditional equipment when available and innovative alternatives
- Serve the dish using traditional equipment and innovative alternatives
- Demonstrate safe food handling practices to control reactions between ingredients and equipment to achieve performance requirements
  - substitute appropriate innovative equipment for traditional equipment
  - substitute appropriate innovative ingredients for traditional ingredients
  - use safe and hygienic food handling practices
  - apply procedures to avoid cross contamination
  - store food safely
  - use separate tasting equipment for each sensory evaluation
  - demonstrate safe personal presentation standards
  - apply appropriate healthy processing techniques correctly
  - use safe and hygienic work practices when using equipment and appliances
  - demonstrate workplace procedures for health and safety
- Produce a feedback form and record peer sensory evaluation feedback on four criteria
  - sensory properties, physical properties, appropriate portion size, presentation
- Produce a nutrition label for your product.

#### 2. Writing

- Demonstrate accurate spelling of relevant terminology, correct punctuation and sentence structure, effective paragraphing
- Include an introduction to the task outlining the focus of the investigation

- Include an effective and logical conclusion
- Use an approved format to record all references.

### 3. Evaluation

- Evaluate the sensory responses and the acceptability of the product
- Compare the effect on nutrition of three adaptations made during product devising, with the original recipe
- Analyse one way in which the staple food was affected by processing e.g. gelatinisation, softening, tenderising
- Justify the effectiveness of the nutrition label in describing the nutrition of the product
- Justify the use of two innovative commodity technologies used in product production
- Analyse the use of two innovative equipment technologies used in product production
- Justify the effect on the nutrition of the product of the use of two innovative commodities.

What is required for assessment?	Due dates
<input type="checkbox"/> Peer feedback form <input type="checkbox"/> Nutrition label	Week 18
<input type="checkbox"/> Evaluation <input type="checkbox"/> Attendance on the day of production (absence to be explained in accordance with the school assessment policy)	Week 19

## Marking key Task 2 Part B: Unit 1D FSTN

Produce nutritious food products suitable for a community cultural group				Maximum mark /65
<b>1. Production</b>				
• Produces the main course dish allocated to your production team in Task 2 Part A (1 mark)				/1
• Uses traditional equipment when available and innovative alternatives (1 mark traditional, 1 mark innovative)				/2
• Serves the dish using traditional equipment and innovative alternatives (1 mark traditional, 1 mark innovative)				/2
• <i>Demonstrates safe food handling practices to control reactions between ingredients and equipment</i> <b>1 = poor, 2 = satisfactory, 3 = very good</b>				
○ substitutes appropriate innovative equipment for traditional equipment	1	2	3	
○ substitutes appropriate innovative ingredients for traditional ingredients	1	2	3	
○ uses safe and hygienic food handling practices	1	2	3	
○ applies procedures to avoid cross contamination	1	2	3	
○ stores food safely	1	2	3	
○ uses separate tasting equipment for each sensory evaluation	1	2	3	
○ demonstrates safe personal presentation standards	1	2	3	
○ applies appropriate healthy processing techniques correctly	1	2	3	
○ uses safe and hygienic work practices when using equipment and appliances	1	2	3	
○ demonstrates workplace procedures for health and safety	1	2	3	
• Produces a feedback form and records peer sensory evaluation feedback on four criteria				/4
○ sensory properties, physical properties, appropriate portion size, presentation (1 mark each)				
• Produces a nutrition label for your product				/1
<b>Total - Production</b>				<b>/40</b>

<b>Writing</b>	
<ul style="list-style-type: none"> <li>• Demonstrates accurate spelling of relevant terminology, correct punctuation and sentence structure and effective paragraphing <ul style="list-style-type: none"> <li>○ accurate spelling of relevant terminology</li> <li>○ correct punctuation</li> <li>○ correct sentence structure</li> <li>○ correct paragraphing</li> </ul> </li> <li>• ( 1 mark each)</li> </ul>	 /1 /1 /1 /1
<ul style="list-style-type: none"> <li>• Includes an introduction to the task clearly outlining the focus of the investigation</li> </ul>	/1
<ul style="list-style-type: none"> <li>• Includes an effective and logical conclusion <ul style="list-style-type: none"> <li>○ provides logical conclusions or recommendations (1 mark)</li> </ul> </li> </ul>	/1
<ul style="list-style-type: none"> <li>• Uses an approved format to record all references (1 mark)</li> </ul>	/1
<b>Total - Writing</b>	<b>/7</b>
<b>Evaluation</b>	
<ul style="list-style-type: none"> <li>• Evaluates the sensory responses and the acceptability of the product <ul style="list-style-type: none"> <li>○ appearance</li> <li>○ aroma</li> <li>○ texture</li> <li>○ flavor</li> <li>○ acceptability (1 mark each)</li> </ul> </li> </ul>	 /1 /1 /1 /1 /1
<ul style="list-style-type: none"> <li>• Compares the effect on nutrition of three adaptations made during product devising with the original recipe (1 mark each)</li> </ul>	/3
<ul style="list-style-type: none"> <li>• Analyses one way in which the staple food was affected by processing e.g. gelatinisation, softening, tenderizing (1 mark)</li> </ul>	/1
<ul style="list-style-type: none"> <li>• Justifies the effectiveness of the nutrition label in describing the nutrition of the product (1 mark)</li> </ul>	/1
<ul style="list-style-type: none"> <li>• Justifies the use of two innovative commodity technologies used in product production (1 mark each)</li> </ul>	/2
<ul style="list-style-type: none"> <li>• Explains the effect of the use of two traditional commodities</li> </ul>	/2
<ul style="list-style-type: none"> <li>• Analyses the use of two innovative equipment technologies used in product production (1 mark each)</li> </ul>	/2
<ul style="list-style-type: none"> <li>• Justifies the effect on the nutrition of the product of the use of two innovative commodities (1 mark)</li> </ul>	/2
<b>Total - Evaluation</b>	<b>18</b>
<b>TASK TOTAL</b>	<b>/65</b>

**Teacher comment:**

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## Assessment Task 3: Unit 1D FSTN

### Task 3: Respond to a new product launch

**Assessment type:** Response

**Outcomes:** Outcome 1: Understanding food materials  
Outcome 4: Understanding food in society

**Unit context:** Food for my community

**Task duration:** 2 weeks

**Task weighting:** 10% of unit total

#### Task 3: Respond to a new product launch (30 marks - 10%)

A large food manufacturer has recently launched a new product range that features improved nutritional information labels. Predict the impact on consumers of the new products. Present the response orally.

#### What you need to do:

- Obtain a copy of an article about the new product range from:  
[www.foodweek.com.au](http://www.foodweek.com.au) search for > new products > ANZ launches Healthy Choice Plus 20.04.2009
- Explain two aspects of the new product range that relate to nutrition
- Analyse two consumer beliefs and values that may have influenced the development of the new range
- Consider two reasons why you do or do not believe that consumers have the knowledge to make informed decisions to purchase, by understanding nutrition information panels
- Describe why, at one stage of the lifespan, the 'extra' information included on the nutrition panel of the new range would improve health
- Explain how the innovative technology applied to the product packaging claims to retain nutrition and flavour
- Analyse four effects on health of packaging food products in 'plus' quantities
- Predict the success or failure of the new product in the marketplace

#### Oral presentation

- Include an introduction that clearly describes the response issue
- Use relevant terminology
- Present information in a well structured format e.g. paragraphs
- Speak clearly and confidently
- Address the audience
- Include a logical conclusion

### Marking key Task 3 Part A: Unit 1D FSTN

Description of marking criteria	Marks allocated 30	Marks awarded /30
<b>Response</b>		
<ul style="list-style-type: none"> <li>• Obtains a copy of an article about the new product range</li> </ul>	1	
<ul style="list-style-type: none"> <li>• <i>Explains two aspects of the new product range that relate to nutrition</i> <ul style="list-style-type: none"> <li>○ clear, detailed explanation of two relevant aspects</li> <li>○ satisfactory explanation of two relevant aspects</li> <li>○ clear, detailed explanation of one relevant aspect</li> <li>○ satisfactory explanation of one relevant aspect</li> </ul> </li> </ul>	4 3 2 1	
<ul style="list-style-type: none"> <li>• <i>Analyses two consumer beliefs and values that may have influenced the development of the new range</i> <ul style="list-style-type: none"> <li>○ clear, detailed analysis of two relevant belief and value</li> <li>○ satisfactory analysis of two relevant belief and value</li> <li>○ clear, detailed analysis of one relevant belief and value</li> <li>○ satisfactory analysis of one relevant belief and value</li> </ul> </li> </ul>	4 3 2 1	
<ul style="list-style-type: none"> <li>• <i>Considers two reasons why you do or do not believe that consumers have the knowledge to make informed decisions to purchase, by understanding nutrition information panels</i> <ul style="list-style-type: none"> <li>○ thorough consideration of two reasons for your opinion</li> <li>○ satisfactory consideration of two reasons for your opinion</li> <li>○ thorough consideration of one reason for your opinion</li> <li>○ satisfactory consideration of one reason for your opinion</li> </ul> </li> </ul>	4 3 2 1	
<ul style="list-style-type: none"> <li>• <i>Describes why, at one stage of the lifespan, the 'extra information included on the nutrition panel of the new range would improve health</i> <ul style="list-style-type: none"> <li>○ detailed, relevant explanation</li> <li>○ satisfactory explanation with some detail</li> </ul> </li> </ul>	2 1	
<ul style="list-style-type: none"> <li>• <i>Explains how the innovative technology applied to the product packaging claims to retain nutrition and flavor</i> <ul style="list-style-type: none"> <li>○ detailed, relevant explanation</li> <li>○ satisfactory explanation with some detail</li> </ul> </li> </ul>	2 1	

<ul style="list-style-type: none"> <li>• <i>Analyses four effects on health of packaging food products in 'plus' quantities</i> <ul style="list-style-type: none"> <li>○ clear analysis of four effects</li> <li>○ satisfactory analysis of four effects</li> <li>○ clear analysis of three effects</li> <li>○ satisfactory analysis of three effects</li> <li>○ satisfactory analysis of two effects</li> <li>○ limited analysis of two effects</li> </ul> </li> </ul>	6 5 4 3 2 1	
<ul style="list-style-type: none"> <li>• <i>Predicts the success or failure of the new product in the marketplace</i> <ul style="list-style-type: none"> <li>○ <i>detailed, relevant prediction</i></li> <li>○ <i>satisfactory prediction with some detail</i></li> </ul> </li> </ul>	2 1	
<b>Total - Response</b>	<b>25</b>	
<b>Oral</b>		
<ul style="list-style-type: none"> <li>• Includes an introduction that clearly describes the response issue</li> <li>• Uses relevant terminology</li> <li>• Presents information in a well structured format e.g. paragraphs</li> <li>• Speaks clearly and confidently and addresses the audience</li> <li>• Includes a logical conclusion</li> </ul>	1 1 1 1 1	
<b>Total – Oral</b>	<b>5</b>	
<b>TASK TOTAL</b>	<b>30</b>	

**Teacher comment:**

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### Assessment Task 3: Unit 1C FSTN

#### Task 3: Test

**Assessment type:** Response

**Outcomes:** Outcome 1: Understanding food materials  
Outcome 4: Understanding food in society

**Unit context:** Food for me

**Task duration:** 1.5 hours

**Task weighting:** 10% of unit total

#### Task 3: Test (100 marks – 10%)

Complete an open book test.

#### What you need to do:

- Complete the test.

What is required for assessment?	Due date
<input type="checkbox"/> Attendance on the day of the test (absence to be explained in accordance with the school assessment policy)	Week 16



**Question 1**

Kylie is a student and weighs 90 kg, her body mass index is 33. She has no exercise program. She recorded her diet for one day in the following format. Complete the table and record how many serves of each food is required:

Meal with food, drinks, snacks	Number of serves of each type of food						
	Bread	Vegs	Fruit	Milk	Meat	Extra	Fluid
<b>Breakfast:</b>							
2 slices of toast with butter & honey							
1 black coffee							
<b>Mid-Morning:</b>							
1 chocolate coated biscuit							
1 black coffee							
<b>Lunch:</b>							
1 white bread roll spread with butter & vegemite							
apple fritter							
1 glass blackcurrant cordial							
small block chocolate							
<b>Mid-Afternoon:</b>							
1 piece black forest chocolate cake							
<b>Dinner:</b>							
Fish fingers (3)							
Mashed potatoes							
Mayonnaise							
Zucchini							
2 scoops icecream with chocolate topping & nuts							
<b>Before Bed:</b>							
Mug of Milo made with water							
2 Anzac biscuits							
<b>TOTAL SERVES</b>							
<b>Each type of food</b>							
<b>How many serves are required?</b>							

(Total serves - 7 marks)  
(Serves required -7 marks)

Using your knowledge and the information provided in Kylie's dietary analysis:

(a) Select and classify three (3) foods in Kylie's diet as natural and three (3) foods as processed

Natural	Processed

(6 marks)

(b) Which four (4) types of food does Kylie need to increase her serves?

.....  
.....  
.....  
.....

(4 marks)

(c) Which two (2) types of food does Kylie consume in excess?

.....  
.....  
.....

(2 marks)

(d) Give two nutritional functions of fat in Kylie's diet

.....  
.....  
.....  
.....

(2 marks)

(e) Explain four (4) possible consequences on her health should Kylie continue with this diet?

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

(4 marks)

(f) Explain two (2) dietary strategies that Kylie could adopt to assist her in maintaining a healthy weight range.

.....  
.....  
.....  
.....

(2 marks)

**Question 2**

(a) List **four** macro nutrients.

.....  
.....  
.....  
.....

(2 marks)

(b) Explain three ways in which more fibre can be included in the diet.

.....  
.....  
.....  
.....  
.....  
.....

(3 marks)

(c) Describe three reasons why macronutrient requirements vary according to age.

Reason 1: .....

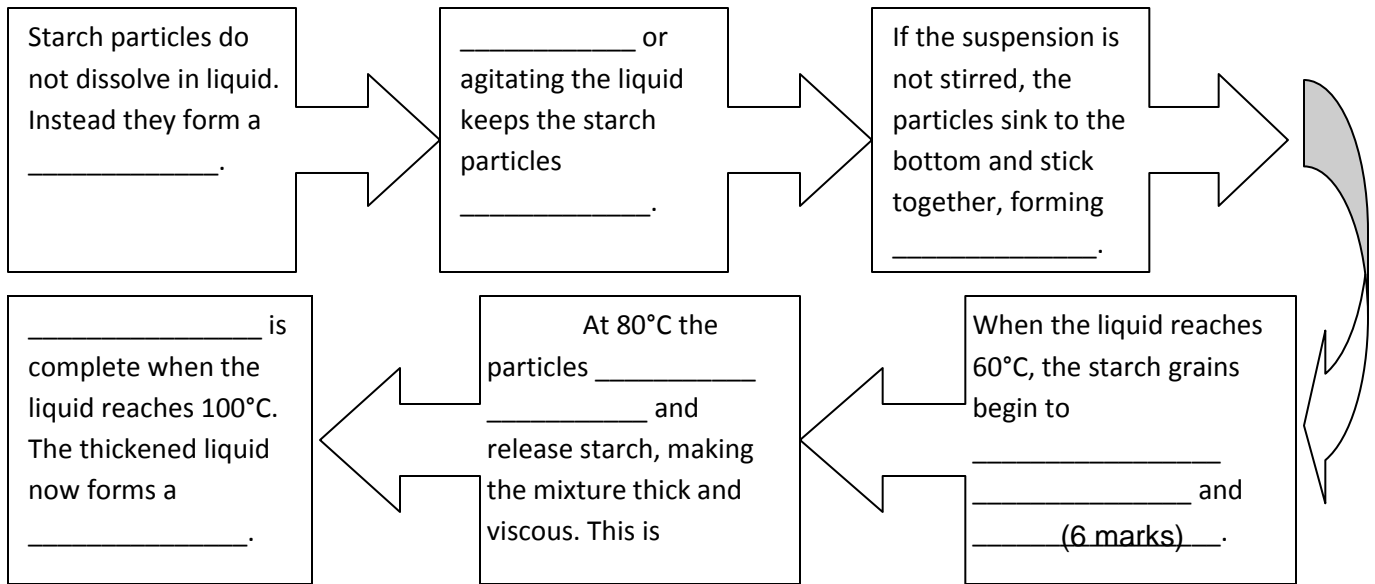
Reason 2:  
.....  
.....

Reason 3: .....

(3 marks)

**Question 3**

Using the following guide to explain how a cornflour sauce thickens.



**Question 4**

Explain one advantage and one disadvantage, to a manufacturer, of using artificial sweeteners.

Advantage :

.....  
.....

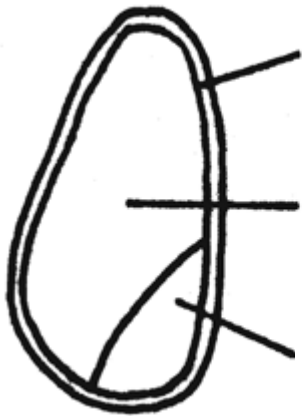
Disadvantage :

.....  
.....

(2 marks)

**Question 5**

Label the parts of a cereal grain. Name the main nutrient each part of the grain provides and it's function in the body.



Cereal Grain Part	Main Nutrient	Function in the body

(9 marks)

**Question 6**

Explain two differences between pasteurised whole milk and U.H.T. milk.

.....  
.....  
.....

(2 marks)

**Question 7**

Complete the chart below to show the function of the ingredients used in quiche making and suggest an alternative for each one:

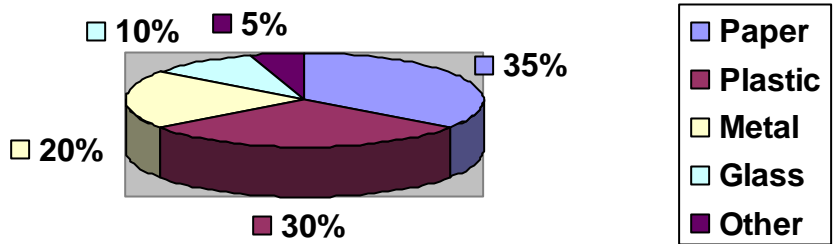
INGREDIENT	FUNCTION	ALTERNATIVE
PASTRY		
flour		
butter		
water		
FILLING		
ham		
onion		
cheese		
milk		
egg		
mustard		

(1 mark each function = 9 marks)  
 (1 mark each alternative = 9 marks)

**Question 8**

Refer to the following pie chart, which shows the percentages of major food packaging materials used in Australia:

**Major Food Packaging Materials Used in Australia (%)**



(a) State two reasons why plastic is a more popular choice than glass as a food packaging material.

(i) Reason 1:

.....  
 .....  
 .....

(ii) Reason 2:

.....  
.....  
.....  
.....

(2 marks)

(b) State two functions of food packaging, and give one example of a type of packaging for each function.

(i) Function 1 of food packaging:

.....  
Example 1 of packaging

.....  
.....

(ii) Function 2 of food packaging:

.....  
Example 2 of packaging:

.....  
.....

(4 marks)

(c) Describe one way in which food manufacturers have reduced the impact of packaging materials on the environment and give an example.

.....  
.....  
.....  
.....

(2 marks)

**Question 9**

Four meals are described below. The serving size of each meal is 450 grams.

Meal 1: Stir-fried mixed vegetables, cooked without fat.

Meal 2: Thinly sliced hot chips with thick gravy.

Meal 3: Roast chicken with roast potatoes.

Meal 4: Deep-fried battered fish with steamed potatoes, broccoli, and carrots.

Identify which one of the meals described above contains the greatest variety of nutrients and the greatest amount of energy. Give two (2) justifications for your answer.

Meal number: .....

Justification:.....  
.....  
.....  
.....  
.....

(3 marks)

**Question 10**

Explain the difference between the following:

(i) strawberry yogurt and strawberry flavour yogurt

.....  
.....

(2 marks)

(ii) use by and best before.?

.....  
.....

(2 marks)

**Question 11**

Suggest three ways to prepare or cook vegetables to reduce the loss of nutrients.

Give a reason for each suggestion.

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

(6 marks)

TOTAL /100

## Assessment Task 4: Unit 1D FSTN

### Task 4: Test

**Assessment type:** Response

**Outcomes:** Outcome 1: Understanding food materials  
Outcome 4: Understanding food in society

**Unit context:** Food for my community

**Task duration:** 1.5 hours

**Task weighting:** 10% of unit total

### Task 3: Test (65 marks – 10%)

Complete an open book test.

#### What you need to do:

- Complete the test.

What is required for assessment?	Due date
<input type="checkbox"/> Attendance on the day of the test (absence to be explained in accordance with the school assessment policy)	Week 30

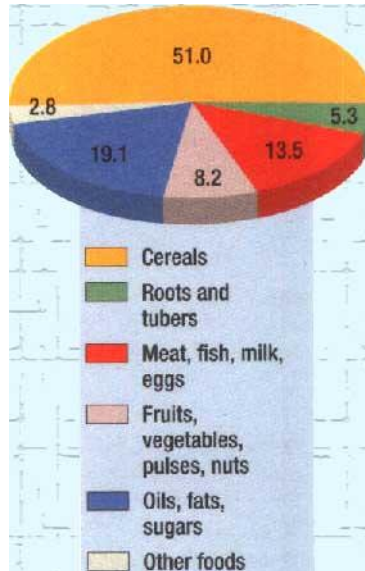


**Question 1**

(a) Define staple food .....

.....  
(1 mark)

(b) Below is a pie graph that shows the percentage of foods that contribute to the average world diet (1988-1990)



In **Western Europe** the main staple foods in the average diet are (in terms of energy) animal products (33 percent), cereals (26 percent) and roots and tubers (4 percent). The main staple foods in the average **African** diet are (in terms of energy) cereals (46 percent), roots and tubers (20 percent) and animal products (7 percent).

Source - <http://www.fao.org/docrep/u8480e/u8480e07.htm>

List and give an example of two factors which contribute to the differences between the average Western European diet and the African diet.

(i) .....

.....

(ii) .....

.....

(4 marks)

(c) Which three cereal grains are most commonly used worldwide?

.....

(3 marks)

(d) Identify two staple foods for each of the following countries

Country	Staple food	Staple food
Australia		
Japan		
Mexico		
Africa		

(4 marks)

**Question 2**

Complete the table below to identify one effect of the processing technique given on the properties of foods.

Processing technique	Effect on Physical Properties
Boiling	
Canning	
Homogenisation	
Deep frying	
Baking	

(5 marks)

**Question 3**

A recent survey found that six out of ten people aged 16 and over had at least one risk factor that contributes to a diet-related disorder.

Identify one (1) risk factor and explain why such a high proportion of the population has at least one risk factor that contributes to a diet-related disorder.

.....

.....

.....

.....

(2 marks)

**Question 4**

Type 2 diabetes and cardiovascular disease are examples of diet-related disorders. Answer questions (i) to (iii) about *one* of these disorders, *or* about another disorder of your choice.

Diet-related disorder chosen: .....

Individuals with risk factors for the diet-related disorder you have chosen may use the stages in the following health behaviour model to reduce their likelihood of getting the disorder. The model is designed to bring about change in individuals.

**Stages of Change Model**

Stage 1: Precontemplation — not thinking about changing.

Stage 2: Contemplation — thinking about changing.

Stage 3: Action — changing behaviour.

Stage 4: Maintenance — continuing and reinforcing changed behaviour.

(i) State *one* lifestyle change that an individual with risk factors could make at Stage 3 to help to control or reverse the symptoms of the diet-related disorder you have chosen and explain how this impacts on their health.

.....  
.....  
.....

(2 marks)

(ii) Identify *two* dietary changes that an individual with risk factors could make at Stage 3 to help to control or reverse the symptoms of the diet-related disorder you have chosen.

(1).....  
.....

(2).....  
.....

(2 marks)

(iii) Describe *one* strategy that an individual with risk factors could implement at Stage 4 to increase his or her chances of successfully controlling or reversing the symptoms of the diet-related disorder you have chosen.

.....  
.....

(1 mark)

**Question 5**

**Body Mass by Age Group and Gender  
WA Health and Surveillance System 2002**

		Underweight	Normal Weight	Overweight	Obese
<b>Male</b>	18-24 yrs	6.4	60.6	29.4	3.7
	25-34 yrs	0.0	38.3	46.8	14.9
	35-44 yrs	0.5	36.8	47.3	15.4
	45-54 yrs	0.4	34.9	48.3	16.4
	55-64 yrs	0.9	27.8	49.1	22.2
	65& over yrs	1.8	43.4	42.5	12.2
<b>Female</b>	18-24 yrs	14.2	55.8	21.7	8.3
	25-34 yrs	4.8	54.8	24.3	16.1
	35-44 yrs	2.3	52.5	29.4	15.8
	45-54 yrs	1.3	45.1	32.5	21.1
	55-64 yrs	2.6	42.4	32.8	22.1
	65& over yrs	4.5	41.1	37.7	16.8

(a) With reference to the table, justify *one* conclusion that you can draw about the relationship between age and the percentage of the population that is of normal weight.

.....  
.....  
.....

(2 marks)

(b) The weight categories of a population are influenced by socio-environmental factors. Describe how *two* socio-environmental factors may affect dietary intake.

(i)

.....

.....

.....

(ii)

.....

.....

.....

(4 marks)

**Question 6**

Refer to the following nutrition information panel from a packet of popular breakfast cereal. The panel shows the quantity of nutrients per serving, the percentage of recommended daily intakes (RDIs) per serving, and the quantity of nutrients per serving when eaten with ½ cup of skim milk:

## Corn & Nut Crunchies

**NUTRITION INFORMATION (AVERAGE)**

Average serving size: 30 g

	Quantity per serving	% of RDI Per serving	With ½ cup skim milk per serving
Energy	497 kJ	5.7%	691 kJ
Protein	2.0 g	3.9%	6.6 g
Fat			
-Total	1.0 g	1.4%	1.1 g
- Saturated	0.2 g	0.6%	0.3 g
Carbohydrate			
- Total	24.8 g	8.0%	31.3 g
- Sugars	9.5 g	10.6%	16 g
Dietary Fibre	0.8 g	2.5%	0.8 g
Sodium	141 mg	6.1%	198 mg
Potassium	40 mg	-	246 mg

Ingredients: Corn (55%), sugar, peanuts (7.5%), barley, malt extract, honey (2%), molasses, salt, vitamins (vitamin E, vitamin C, niacin, riboflavin, thiamine, folate), minerals (iron, zinc)

- *Contains gluten-containing cereals and peanuts.*
- *May contain traces of tree nuts.*

(a) As consumers are becoming more nutritionally aware, food manufacturers have created products for targeted market groups. Suggest and justify *two* modifications that the food manufacturer could make to the ingredients in the Corn & Nut Crunchies so that the product would better meet the nutritional needs of a pregnant woman.

(i) Ingredient modification: .....

Justification: .....

.....

.....

(ii) Ingredient modification: .....

Justification: .....

.....

.....

(4 marks)

### Question 7

Name *two* food preservation techniques, and explain how each is used to control the growth of micro-organisms in food.

(i) Food preservation technique: .....

Explanation:

.....

.....

.....

(ii) Food preservation technique: .....

Explanation

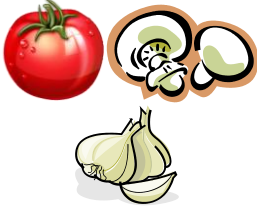
.....

.....

.....

(4 marks)

**Question 8**

		BEST BEFORE 17:1317/11/2009																												
<p><b>No Name Brand Pasta Sauce</b></p>  <p><b>cheese, mushroom and garlic</b></p>	<p>Packed for a large national retail chain Any problems? Call 1 800 999 999</p>	<p>INGREDIENTS: TOMATOES (87%) (PUREE, DICED), MUSHROOMS (5%), CHEESE (3.5%), SUGAR, HERBS, ONIONS, SALT, OLIVE OIL, GARLIC, SPICES MANUFACTURED ON EQUIPMENT THAT ALSO PROCESSES PRODUCTS CONTAINING PEANUT, CRUSTACEA, AND EGG</p> <p>NUTRITION INFORMATION SERVINGS PER PACKAGE: 4 SERVING SIZE: 125g</p> <table border="1" data-bbox="787 611 1198 892"> <thead> <tr> <th></th> <th>QTY PER 125 g</th> <th>QTY PER 100 g</th> </tr> </thead> <tbody> <tr> <td>ENERGY</td> <td>308 kJ</td> <td>246 kJ</td> </tr> <tr> <td>PROTEIN</td> <td>3.0 g</td> <td>2.4 g</td> </tr> <tr> <td>FAT TOTAL</td> <td>1.9 g</td> <td>1.5g</td> </tr> <tr> <td>- SATURATED</td> <td>0.6 g</td> <td>0.5 g</td> </tr> <tr> <td>CARBOHYDRATE</td> <td>10.5 g</td> <td>8.4 g</td> </tr> <tr> <td>- SUGARS</td> <td>8.0 g</td> <td>6.4 g</td> </tr> <tr> <td>SODIUM</td> <td>445 mg</td> <td>355 mg</td> </tr> <tr> <td>POTASSIUM</td> <td>540 mg</td> <td>430 mg</td> </tr> </tbody> </table>		QTY PER 125 g	QTY PER 100 g	ENERGY	308 kJ	246 kJ	PROTEIN	3.0 g	2.4 g	FAT TOTAL	1.9 g	1.5g	- SATURATED	0.6 g	0.5 g	CARBOHYDRATE	10.5 g	8.4 g	- SUGARS	8.0 g	6.4 g	SODIUM	445 mg	355 mg	POTASSIUM	540 mg	430 mg	<p><b>MADE IN AUSTRALIA FROM LOCAL AND IMPORTED INGREDIENTS</b></p>
	QTY PER 125 g	QTY PER 100 g																												
ENERGY	308 kJ	246 kJ																												
PROTEIN	3.0 g	2.4 g																												
FAT TOTAL	1.9 g	1.5g																												
- SATURATED	0.6 g	0.5 g																												
CARBOHYDRATE	10.5 g	8.4 g																												
- SUGARS	8.0 g	6.4 g																												
SODIUM	445 mg	355 mg																												
POTASSIUM	540 mg	430 mg																												

(a) List the six (6) functions of packaging.

.....

.....

.....

(3 marks)

(b) The illustration above shows the packaging of a food product. Explain how well the labelling satisfies current legislative requirements.

.....

.....

.....

.....

.....

(6 marks)

(c) Evaluate the suitability of one packaging material for this product by addressing storage, distribution and environmental impact.

Packaging material chosen .....

Storage .....

.....

.....

.....

Distribution

.....  
.....  
.....

Environmental impact

.....  
.....  
.....

(6 marks)

**Question 9**

Value-added convenience foods are increasingly successful in the marketplace.

(a) List and explain three reasons why consumers may purchase more value-added convenience foods.

(i) .....  
.....  
.....  
.....

(2 marks)

(ii) .....  
.....  
.....  
.....

(2 marks)

(iii) .....  
.....  
.....  
.....

(2 marks)

(b) For one commodity illustrate, with three examples, the range of value-added foods available in the marketplace.

(3 marks)

(c) Describe two ways in which health-enhancing foods and value-added convenience foods have led to changes in consumer health and traditional diets.

(i) .....

(ii) .....

(2 marks)

(d) Describe one way the food industry has responded to the demand for health enhancing and value-added foods.

.....  
.....  
.....

(1 mark)

**TOTAL /65 marks**